Education
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VOL. VII JANUARY, 1943 NO. 1

# SOCIAL EDUCATION

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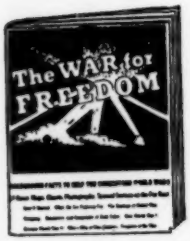
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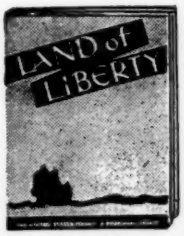
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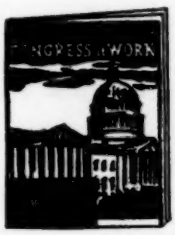

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SOCIAL EDUCATION · VOL. VII, NO. 1 · JANUARY, 1943

# The Social Studies Mobilize for Victory

A Statement of Wartime Policy
Adopted by the
National Council for the Social Studies

TOTAL war mobilizes civilians as well as armed forces. It mobilizes children and youth as well as adults. It mobilizes the minds and hearts as well as the physical strength of all the population. This is a war involving every citizen—a people's war.

Total war requires all citizens to take on new civic tasks, to ration goods, and to pay high taxes. It requires economies on the part of consumers. It calls upon all to purchase war stamps and bonds and support essential voluntary organizations. It expects millions of men and thousands of women to serve in the armed forces and to face the dangers of combat—willingly. It expects their families and friends to send them into service and danger—willingly. The will to war is power.

Total war requires an informed and thoughtful population, aware of the task to be done, determined to preserve a democracy which it understands, and convinced of the responsibility of each citizen in the drive for lasting victory. The stamina of a fighting democracy depends upon widespread understanding of the issues at stake, of the stark necessities of total war on a global scale, and of the complex tasks of achieving a peace. An informed and aroused citizenry is the foundation of victory in both war and peace.

### *Education for Citizenship Is of Crucial Importance Today*

War and coming reconstruction emphasize as never before the importance of education for democratic citizenship. Such education must be carried on in adult civilian life, in the training programs of the armed services, and in schools. It is especially important for young men and women who are about to leave school for service in the armed forces or in industry, and for those younger citizens whose lives are largely cast in this country's tomorrow. A vital program of civic education is essential to the morale and efficiency and wisdom of the nation, in 1943 and in the years that are to follow.

### *The Core of Civic Education Is the Social Studies*

Heavy responsibility for developing informed and purposeful citizenship, whether in war or peace, rests on the social studies. The social studies are materials selected from the group experience of the human race—from the analysis of that experience as recorded by historians, economists, geographers, political scientists, sociologists, social psychologists, and philosophers, and from the personal experiences of citizens. The social studies are taught as courses in schools; social understanding is also developed by radio and press, motion pictures, forums, and discussions. The purpose of the social studies is to give to citizens, young or old, deeper insight into the nature of their social world, and greater competence in the civic skills of group living. Upon the teachers of social studies today—those who interpret the social scene to youth and to adults—falls a heavy and challenging responsibility for developing:

—enlightened loyalty to democratic ideals and national traditions
—the keenest possible understanding of our times
—a vision of the potentialities that lie in the near future both for the individual and for society
—the highest type of individual competence in social action
—energetic and total support for the conduct of far-flung war and for the making of a just and lasting peace.

*Today's Crisis Calls for Changes in Social Studies Programs*

The social studies in the schools can not remain unaffected by the critical events of our time. It is through the social studies that the schools have one of their closest ties to the war effort. Exactly as the emergency alters school schedules, makes new demands on science and mathematics, and emphasizes a health program, so also it calls for modifications in the social studies curriculum, changes in the placement of materials as well as in the content or emphasis of courses, and for intensified activity on the part of social studies teachers. Some of the changes now imperative are temporary; others will be permanent. But clear it is that the social studies program is essential to the war effort. For 1943 it must be geared to that effort and to constructive post-war action.

*Americans Must Study The World at War*

The war requires that American citizens learn about many topics of new or increased importance. Among these are:

—the meaning of democracy, its history, its practice, and its continuing development, together with the alternatives posed by totalitarianism

—the American traditions and institutions that we are fighting to preserve and extend

—the causes, issues, strategy, and aims of the war

—world geography, including its relation to war strategy and to the economic foundations of an enduring peace

—the responsibilities which total war places on all citizens, with special reference to rationing, price control, conservation, the use of total manpower, defense councils, and the financing of war and peace

—the United Nations and the techniques by which their cooperation and effectiveness can be increased

—the peoples and cultures of Asia and Latin America

—the nations and peoples with which we are at war

—peace plans and objectives on a world scale, lest we lose the peace after the last battle has been won

—problems of the reconstruction period—maintaining order, feeding starving populations, rehabilitating devastated areas, checking the spread of disease, and establishing anew essential institutions of human government and welfare

—the place and problems of youth in society, both in war and in the coming peace.

Believing that increased knowledge and understanding in these several areas is essential to the stamina of the nation, the Commission calls upon all who teach social studies to emphasize these areas. No school program, no social studies program, and no program of adult enlightenment can safely neglect instruction on these matters.

*School Administrators Must Plan for Accelerated Civic Education*

Social studies teachers and school administrators must jointly plan the civic-education programs of their own individual schools, and make the efforts which are necessary to mobilize social studies for victory. They must together shape the relation of social studies to other phases of school work and to community contacts and enterprises. The Commission recommends that:

—a three-year sequence in history and contemporary problems should be a "constant" in the senior high school

—the importance of the social studies in such war programs as that of the Victory Corps should be determined with reference to the imperative need for civic education and to the educational values achieved

—pressure-group influences, which are accentuated in time of war, should be analyzed by each school faculty in terms of their ultimate as well as immediate, their hidden as well as overt, objectives and effects

—all teachers who participate as school representatives in community enterprises, or in the administration of such measures as rationing, should be given special training concerning the civic implications of such work

—the articulation of school programs in civic education with the programs of local agencies of adult education, industrial and military units, and out-of-school youth-serving organizations should be fostered; planning boards for such articulation should be established.

*The Democratic Way of Life Must Be Understood and Appreciated by All Citizens of a Democracy*

The basic faith and vision of democracy, for which this country has once more gone to war, must be clarified and strengthened in all existing

social studies courses. This means that the historical development, the conflicts, and the trends of American democracy must be taught, and that basic contrasts between democracy and dictatorship must be noted. It means that, by direct instruction and by example in classroom and school relations, the essential dignity and responsibility of the individual must be respected and increased. To achieve these ends, the Commission recommends that:

–in the study of United States history, at every school level, special emphasis should be given to the study of dramatic, key episodes in our development, such as: the signing of the Mayflower Compact; the adoption of the Virginia Bill of Rights; the announcement of the Monroe Doctrine; the Emancipation Proclamation; the adoption of the Open Door Policy; the establishment of free public schools; and the passage of the Social Security Act

–at many points in the curriculum, and especially in the intermediate grades, there should be more study of the men and women whose lives have personified and advanced the democratic tradition; the biographies of these persons should be presented against the background of their times

–before graduating from high school every pupil should study a systematic unit of work on "the American tradition" which interprets the nation's history, defines democracy, and presents the struggles involved in developing and safeguarding the democratic way

–in the elementary and secondary schools pupils should study the great documents of our national democratic tradition and present crisis, such as the Declaration of Independence, the Constitution, the Gettysburg Address, Wilson's Fourteen Points, the Atlantic Charter, and the Four Freedoms

–in all courses in modern problems or civics there should be a strong unit contrasting democracy and dictatorship

–in all social studies courses attention should be given to the history and practice of the basic civil liberties

–attention should be given to the development of social and economic as well as of political democracy

–the responsibilities and self-disciplines as well as the privileges of citizenship should be stressed in all courses, and pupils should be given opportunity to exercise them in school and community affairs

–schools and classes should be conducted in such fashion as to emphasize the dignity and worth of every individual in the group, and as to provide continuing experiences with the skills of group cooperation and the disciplines of group democracy

–schools and adult-education agencies should utilize dramatic incidents and impressive ceremonials for the purpose of building the emotional drives of loyalty to democracy.

### *The World-Wide Setting of Modern Life Must Be Emphasized*

The industrial and social forces of life in the twentieth century transcend national boundary lines; the welfare of one nation is bound up with the welfare of all nations. The day of isolation has passed. Unless citizens of the United States can cooperate democratically and constructively with peoples of all lands, the future can bring only an accelerating series of disastrous wars leading to the collapse of civilization. Americans must know about other sections of the world and appreciate other cultures if a foundation is to be laid for wise international action. To equip citizens to follow the strategy of the present war, to plan intelligently for peace, and to understand the world-wide interactions of modern life, the Commission recommends that:

–in the study of United States history special attention should be given the world relations—economic, social, and political—of the United States

–in all the social studies, especially in civics, history, and modern problems at the secondary and adult levels, attention should be given to the techniques for conducting international relations—to the making of treaties, the conduct of diplomacy, and the status of international law

–there should be surveyed in world- and modern-history classes the methods and plans by which nations have sought peace through concert of powers, balance of power, and leagues of nations

–especially in the elementary school, the qualities and characteristics of other peoples should be studied, with justification of diversities as well as likeness among them

–world-history and modern-history courses should

give special attention to the background and status of China, India, Russia, and the British Commonwealth of Nations

—special units on Canada and the Latin-American peoples should be included in social studies courses, especially in grades four to nine

—courses in American history and civics should give special attention to minority groups in the United States, stressing the values of their heritage and the strength of diversity among groups within the framework of national unity

—imperialism, colonialism, the protection of minorities, and the elevation of depressed groups should be re-examined with particular reference to needs of the immediate future.

### *Study of Geography Must Be Increased*

As the map of the world is unfolded for us by the far-flung action of American troops; as the lines of strategy in global war become clearer; as the extent, control, and distribution of the earth's natural and human resources are seen in better perspective; as aviation marks out new trails, establishes new foci of distribution, and creates new relationships, the basic importance of geography as a social study becomes more evident. The Commission recommends that:

—systematic instruction in how to use maps should be intensified in the elementary school —and carried on throughout education—, with emphasis on the use of globes and on polar projections

—in order to accentuate place-consciousness and spatial sense among citizens, there should be continual reference to maps in all instruction in social studies

—geography teaching from the early grades onward should include specific instruction about and continuous reference to the natural resources which are critical in modern industrial life and military activity

—the effects of aviation on the reduction of distance and on the concepts of political geography should be pointed out, not only in geography classes but in all social studies courses

—at least a full year of systematic study of social geography, closely related to other social studies courses, and preferably to precede the study of world history, should be required of all secondary-school pupils.

### *The Economic Tasks and Impacts of War and Reconstruction Must Be Studied*

The impact of war on our economic life confronts every citizen with new and difficult tasks. He is called upon to cooperate intelligently in wartime industry, to pay taxes and purchase bonds, to husband the nation's critical resources. His actions and attitudes toward complex economic and financial problems become crucial to the war effort and reconstruction issues. The Commission recommends that:

—beginning with the primary grades and extending onward through all educational levels, conservation should be treated both as a personal and as a social necessity; it should be approached through the careful use of personal possessions, school supplies, and public property, and carried forward into the collection and saving of scarce, strategic, and critical materials

—rationing as a wartime necessity and as a democratic form of sharing an inadquate supply of goods, should be taught and experienced from the primary grades through adult life, in areas extending from sharing the playground equipment to sharing the national food and fuel supplies

—the relation of corporate organization, unionism, private enterprise, and governmental regulation to modern economy—and especially to reconstruction problems—should be a required topic of study for all secondary-school pupils

—price control as a means of holding down the cost of living and the cost of war, and of stabilizing the national economy, should be a required unit of study

—the complex problems of effective mobilization and wise use of total manpower in a war economy should be studied in courses on modern problems and considered in discussions of current issues

—pupils about to enter armed service or wartime industry should be guided both in analysis of the relation of their education to that work and in surveying the possibilities of continuing their education or of renewing it at a later period.

### *Racial and National Hatreds Must Be Attacked*

As the widening horizon of our national life brings Americans into more intimate relations

with all the races and peoples of the earth, and as the need for closer cooperation of racial elements within our own borders becomes more apparent, the problems of educating for harmonious race relations looms as vitally important. While the schools—and certainly the social studies within the schools—can not alone build the desirable racial attitudes, they can make a necessary contribution toward that end. The Commission recommends that:

—in the elementary school and later there should be systematic study of the achievements and contributions to our national life and to world civilization of representative races and nationalities

—schools should make arrangements for representatives of minority groups within the community to serve as resource persons for acquainting teachers and pupils with the points of view, cultural contributions, and problems of their groups

—in the secondary school, either in courses in history or modern problems, pupils should analyze the bearing of race relations on national units and on world politics, with special reference to the fallacies of Nazi racial theories

—responsible teachers and pupils should analyze and guide student government and student life in the school in order to eliminate racial friction as much as possible

—the study of ethics and the moralities of great religions should be encouraged

—restrictions on the study in the schools of the literature, languages, music, and art of the peoples with whom we are at war should be discouraged.

### *Programs and Principles for Post-War Reconstruction Must Be Studied*

It is tragically possible for us to win the war and lose the peace. On the other hand, clear-cut realization of our war aims and exploration of post-war reconstruction plans, designed to lift society closer to its ideals, strengthens morale in both war and peace. It is necessary to begin now to develop informed public support for post-war tasks and opportunities. The Commission recommends that:

—in all history study, especially in the senior high school, increased attention should be given to society's attempts at international organization including analysis of the operating procedure of the United States

—in the study of modern history and civics, increased analysis of nationalism, national sovereignty, and the limitations imposed on sovereignty by international cooperation should be undertaken

—in modern-problems and modern-history courses, pupils should devote at least several weeks to the examination of factors determining readjustments after the present war; this study should include analysis of the transition stages in the reconstruction period from war to peaceful democratic life

—the origins and development of fascist movements during the period following the First World War should be studied in modern-history courses and in current-events classes, in order that similar developments which might follow the present war can be avoided or checked.

### *Assemblies and Student Organizations Must Aid in Civic Education*

Social studies are not taught through courses alone. They are taught through all the social experiences of the school. In order that the school may consciously make its fullest and most intensive contribution to civic education the Commission recommends that:

—student forums, assembly programs, and club discussions should be developed as a means for clarifying the issues and conduct of the war and of plans for peace; at least one or two hours of each school week should be devoted to meetings of this character

—pupils should arrange exhibits, for school and community, of maps, pictures, pamphlets, posters, and other materials on the war and peace

—pupil leaders and organizations should be given responsibility in the development of morale and enlightened opinion in the school community

—the importance of music, art, and ceremonial in strengthening emotional support for the civic drives of pupils should be recognized

—the development of prejudicial hatreds should be avoided, and school life should not be allowed to become hysterical

—pupil activity in school and community projects should not be promoted through harmful contests or pressures

—in order to relieve school and personal tensions aggravated in the present crisis, an active program of recreation should be encouraged.

*War Duties for Young Citizens Are Stirring Opportunities for Apprenticeship in Citizenship*

The war creates many opportunities for constructive social service on the part of pupils. The services are desirable as an expression of loyalty and a release of tensions among young citizens. The educational value of these services for the welfare of the group must be recognized and emphasized. These opportunities, wisely used, may become part of a desirable "apprenticeship in citizenship"—equivalent in civic education to work experience in the vocational field. Many schools may well develop programs of social education built around a core of civic experience. Many of these should become part of the permanent program of the schools. The Commission recommends that:

—pupils should be encouraged to participate responsibly in planning and carrying out such activities as the purchase and sale of war stamps and bonds, the collection of needed scrap, the development of rationing and price-control programs, and the development of informed community opinion

—in these enterprises reaching beyond school walls, pupils should have the advantages of contact and cooperation with community leaders

—aid by school pupils in such community enterprises as harvesting crops during critical seasons should be encouraged

—the school should give full support to the program and activities of the Red Cross

—teachers of social studies should cooperate with leaders of youth-serving agencies in the community, especially with those concerned with civilian defense, in the development of constructive experiences for pupils

—there should be closer cooperation between home and school in the development of educational community enterprises

—the community-service element of the Victory Corps program should be expanded and emphasized.

*Changed School Schedules and the Demands of Military and Industrial Service Make New, Short-Term Courses Desirable*

The demands of industry for wartime workers, and the induction of eighteen-year-olds into the armed services, make many shifts in the schedule and program of schools necessary. In the rearrangements which are made it may often be desirable to offer new, special, short-term courses in the senior high school. As part of preinduction training for industry and combat these courses can serve an essential purpose. The Commission recommends that:

—short-term courses on especially critical matters dealt with by the social studies should be required of all secondary-school pupils who are not able to complete the regular course of study

—topics appropriate for these short-term courses lie in the neglected areas which have been suggested earlier in this statement; of particular importance is instruction on the meaning of democracy, personal adjustment and mental health, mobilization for the war, the issues of the war, global geography, post-war reconstruction, the United Nations, and current affairs.

—these short-term courses, stressing current affairs and their background, should be developed by discussion, lecture, and reading, with the related use of films, radio, and other visual and auditory aids

—these short-term, intensive courses should be organized as carefully as regular courses, and should be taught through the ablest social studies instruction available.

The Commission recommends the establishment of a committee to cooperate with the United States Office of Education in the development of the civic-education aspects of the Victory Corps program.

*Correlation in Civic Education Between Schools and the Military and Industrial Services Should Be Sought*

Programs of civic education, based upon what the schools do, and attuned to the needs of war work, should be included in the army- and navy-training programs for those who leave school to enter military service. The civic side of education

in the armed forces is of basic importance, and should include instruction on:

–the geography of combat areas
–the cultural characteristics of allies and of foes
–the social significance of "service for democracy" in either war or peace
–the organization and duties of the armed forces
–the outstanding characteristics of the United States in our time
–the responsibilities of this country in the post-war era.

The Commission recommends the establishment of a committee of the National Council for the Social Studies to cooperate with the army and navy educational authorities in developing effective plans and materials for instruction in these areas. Similarly a program of civic education related to the war effort should be planned and put into operation in order to reach youth who leave school to work in factories.

### *Teacher-Training Centers Must Aid in Improving Civic Education*

The improvement of civic education, through closer alignment with the crises and trends of our time, rests primarily upon teachers. The training of many teachers has not prepared them for the tasks which they are now called upon to perform; such inadequacy in training is especially apparent as many teachers, trained in other fields, are called upon to teach social studies. In order to serve teachers and, through them, the nation's war efforts, the Commission recommends that teacher-training institutions:

–should emphasize programs of in-service training for those now called into duty as social studies teachers
–should provide short-term and extension courses, clinics, workshops, supervisory aid, and other such informal educational services, all dealing specifically with the present tasks of social studies teachers
–should provide instruction on the backgrounds and issues of the war and on possibilities of reconstruction.

### *The Social Studies Teacher Has a Role in Strengthening Community Morale*

Teachers of social studies have an urgent duty in helping to form today's opinion as well as in instructing tomorrow's citizens. In addition to carrying on the normal functions of teaching, and aiding in administration of such matters as rationing, this Commission urges that, as active citizens, teachers should participate in the widest possible range of opinion-forming public services.

This responsibility for active, strenuous citizenship on their own part places upon teachers the further responsibility for keeping themselves actively informed about current affairs in their historical context. They must rethink many of the assumptions of past living, and reanalyze the emerging democracy of the twentieth century. The establishment of small discussion groups and of book clubs, and the pursuit of wide reading on the issues of war and peace, are urged upon teachers. The regional, state, and local groups of social studies teachers affiliated with the National Council for the Social Studies should actively concern themselves with such organization and mobilization of minds.

The magnitude of the social studies teacher's task in wartime is apparent. It is essential for teachers to exert every effort in the common cause. It is also essential that, faced with many tasks, teachers should discriminate, and apply their efforts where lie the greatest need and the best opportunity for contributing to the nation's strength.

### *All Americans Who Inform the Public on Social Issues Share the Responsibilities of Social Studies Teachers*

What has been said of social studies teachers applies also to all who deal with social studies materials. The topics needing emphasis in the school program are the topics which need emphasis by radio commentators, magazine and newspaper writers, public speakers, forum leaders, and all others who deal with civic life and welfare. Short-term courses similar to those given to groups on the verge of leaving school should be emphasized in centers of adult education.

The times are critical, and the hours are short. The civic qualities upon which the success of our experiment in democracy depends are now put to test. The continued cultivation of those civic qualities—of understanding, critical-mindedness, respect for others, cooperation, and adherence to the ideals of democratic life—is a basic task for all. To fail in civic education while depending on it for will and wisdom in war and peace is to lose democracy while fighting for it.

# Concerning this Statement

The Commission on Wartime Policy of the National Council for the Social Studies was created in September, 1942. It was commissioned to consider the place of education-for-citizenship in the war program, to analyze the problems faced by social education in wartime, and to suggest the framework of a desirable program in social studies for the immediate future. The Commission's report was presented and discussed at the annual meeting of the National Council in New York City and adopted by the Council on November 28, 1942. The report suggests new emphases, readjustments, and acceleration for social education, and is addressed to all who are concerned with education in citizenship for today's crisis and tomorrow's victory.

ROY A. PRICE

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*The foregoing report was prepared with the advice and co-operation of the following persons. It should be understood that each of these may dissent from some of the specific views and recommendations of the report:*

JULIAN C. ALDRICH
WILLIAM M. ALEXANDER
HOWARD R. ANDERSON
CHESTER D. BABCOCK
HARRY BARD
C. C. BARNES
CHARLES A. BEARD
HARRY D. BERG
KARL W. BIGELOW
ARTHUR C. BINING
NELLE E. BOWMAN
WILLIAM M. BREWER
WILLIAM B. BROWN
ELBERT W. BURR
EDGAR C. BYE
LOUISE I. CAPEN
W. LINWOOD CHASE
LEONORA A. COFER
CATHERINE M. CONNOR
LLOYD A. COOK
LUCY M. COPLIN
HAZEL M. CORNELL
HOWARD T. COX
MERLE CURTI
PRUDENCE CUTRIGHT
ROLAND DE MARCO
MAY LEE DENHAM
STANLEY E. DIMOND
ELMER ELLIS
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J. MONTGOMERY GAMBRILL
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***The Social Studies Mobilize for Victory***

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# Washington Plans a New Economic And Social World Order

Francis R. Flournoy

ONE of the major charges made against the makers of the peace that followed the last world war is that they failed to deal effectively with the economic needs of the post-war world. This charge is somewhat unfair. The Treaties of Paris contained provisions for the liberation of international trade from undesirable restrictions, and for the establishment of agencies under the League of Nations to plan economic reforms. These provisions would probably have been extremely beneficial if they had been carried out as intended by the authors of the treaties. Yet there is some ground for the accusation that the settlement of 1919 was based on assumptions regarding economic tendencies that were no longer valid.

The present administration in Washington, therefore, is endeavoring to make sure that the economic and also the social aspects of the problems which the war has created are adequately and wisely dealt with. To attain this objective, those who are planning our future course have formulated two large general policies in the socio-economic field.

### Raw Materials and Markets

FIRST, we have the program which is based on the traditional principles of economic liberalism. This program, which has long been championed by the Secretary of State, is presented in the Atlantic Charter and in Mr. Hull's speeches of May 18, 1941 and July 23, 1942 as a major part of our aims regarding post-war reconstruction. In the documents mentioned it is proposed that "raw material supplies must be available to all nations, great or small, victor or vanquished," without discrimination, and that "international agreements regulating the supply of commodities must be so handled as to protect fully the interests of the consuming countries and their people."

It has often been pointed out that access to raw materials is made difficult not so much by actual restrictions on the distribution of those materials as by the inability of nations needing them to sell their own products at a profit and so build up necessary purchasing power in the countries producing raw materials. Hence, with the question of raw materials, there is closely interlinked in our official statements the matter of access to markets and the removal of the various obstructions which, under the influence of extreme economic nationalism, have in recent years been raised to hamper such access. On this point the Secretary of State, in accordance with convictions which he has often previously expressed, lays down the principle that "extreme nationalism must not again be permitted to express itself in excessive trade restrictions," and that non-discrimination must be the rule in international commercial relations. According to the Charter, all peoples should have access to markets, as well as to raw materials, on an equal basis.

As further means of protecting and promoting international trade Mr. Hull emphasizes "the need for making national currencies once more freely exchangeable for each other at stable rates of exchange," and for machinery through which the flow of capital may be facilitated so as to promote "the development of the world's resources" and "the stabilization of economic activity." Finally, the Vice-President has suggested that international cartels shall be put under international control as well as under that of the respective home governments.

These policies have already been put into effect in part through the scaling down of tariffs by means of the Trade Agreements. In addition, the Master Lend-Lease Agreements provide that part of the compensation for the aid furnished

This is the second of three articles on such evidence as we have of the Federal Government's plans for the post-war world. The first article, "Washington Plans a New International Organization," was published in the November issue. The author of the series is professor of history and political science in the College of Emporia.

by this country to our allies is to be the implementing of our Administration's liberal economic principles, especially as they are expressed in the Atlantic Charter, and that detailed arrangements with this end in view are to be worked out among the signatory powers. In some respects the Agreements go further than the Charter. It would appear, for example, that Great Britain is now pledged to give up the Ottawa Agreements of 1932, by which she extended special preferences to the Dominions. Cooperation in enacting measures of this nature, rather than cash or other material goods, is to constitute the compensation to this country for its contributions to the defense of its allies. The pledge is reciprocal, since we not only supply our allies with goods which they need, but also receive from them goods essential for our own war effort.

### Maintaining Production Levels

THE second of the large socio-economic policies of the Administration has as its starting point the enormous increase in productivity which is now going on in connection with our war effort. We are building, as Milo Perkins, Executive Director of the Board of Economic Warfare, has declared, the greatest industrial plants in all history. They are turning out the greatest production of raw materials and employing the greatest number of skilled workers ever known. But after the war ends, most of the guns, planes, and other munitions will, it is hoped, no longer be required.

There will, of course, be a great demand in this country for goods of which the population is being deprived during the war period. Also there are immense developmental projects which might be put into operation. But in addition to these an important opportunity for the use of our new machinery of production will be found in the needs of the war-torn countries abroad at the close of hostilities. In the first place, as the Secretary of State has reminded us, those nations will require actual relief because of destitution arising from lack of food and other necessities, together with the separation of soldiers, laborers, and others from their homes.

The second need, according to Mr. Hull, is in connection with what might be called reconstruction, i.e., the handling of the problems involved in the transition from war to peace, such as the transformation of economic enterprises from the production of war goods to the production of goods needed under peacetime conditions, the reestablishment of soldiers in normal occupations, the repair of physical damage, etc. "These urgent necessities," says Mr. Pasvolsky, chief of the division in the Department of State which is charged with the duty of post-war planning in the economic field, "will have to be met quickly, both for humanitarian reasons and for the purpose of minimizing the chances of social upheaval."

To meet the needs created by this situation, our national leaders intend that agencies and methods developed by the United Nations will be utilized.[1] But a large proportion of the goods necessary both for relief and reconstruction will have to be furnished by the United States. It is in this way that an opportunity will be afforded for the utilization of an important part of our new productive capacity.

### Relief for the Destitute

PLANS for dealing with the problems of relief and reconstruction in the liberated countries are being formulated in a good deal of detail. Before Pearl Harbor these matters had been in charge of the Inter-Allied Relief Committee which had been formed under British leadership in London. The United States, which had cooperated with this Committee from the beginning, has now assumed a more active role with the appointment of Governor Lehman to become the head of a new agency under the direction of the Department of State to take charge of the feeding, clothing, and sheltering of all the needy in areas which have been or may in the future be liberated from enemy control. Steps in the actual applications of this policy have been taken in connection with the occupation of North Africa by British and American troops.

To handle all the multifarious economic and social problems of relief and reconstruction, as they develop with the progress of the war, recourse must be had to the whole machinery of collaboration which the United Nations are fashioning, and which already includes the Combined Food Board, the Combined Raw Materials Board, the Combined Production and Resources Board, and the Combined Shipping Board. These organizations by the end of the war, says Mr. Berle, "Will have under [their] direct charge the resources of most of the world" and "will have to be used in large measure to keep us supplied until the commerce of the world can be reestablished."

[1] See the first article in this series, *Social Education*, November, 1942, p. 297.

One of the major questions that will have to be dealt with in connection with these problems is that of financing the purchase and transportation of the supplies to the war-torn countries. Few of these countries, as Mr. Pasvolsky has noted, are likely to be able to pay in full for what they need. Hence the President has stated that the system of lease-lend which is now employed for financing the purchases of goods in this country for the use of our allies during the war will have to be continued in some form after the war is over. Mr. Berle has suggested the establishment by the United Nations of agencies to perform in the international field functions analogous to those exercised within this country by the Federal Reserve Board and the Reconstruction Finance Corporation.

An important step in the development of plans to deal with the problems of relief and reconstruction was taken by the inclusion within the recently formed Wheat Agreement of provisions for the creation of a "relief pool" of wheat and flour. This "pool" is to be built up from quotas contributed by the signatory powers—the United States, Canada, Newfoundland, Argentina, and Great Britain. The quotas may be increased at the discretion of the Council established by the agreement. The Council is also to be responsible for the distribution of the food through "such intergovernmental relief body as may be set up and given general responsibility for the distribution of relief." The transportation of the commodities may, with the consent of the international agencies concerned, be provided for by the British Government. It seems probable that other agreements similar to that which has been discussed may be worked out for the handling of other commodities, such as cotton, which may be necessary for relief.

### World Standards of Living

THE international economic plans of our government, however, go much beyond relief and reconstruction. Its aim is not merely to restore the world to the economic level of 1939. It proposes that the United Nations, or the members of the universal international organization of the future,[2] shall undertake to use their war-born cooperative system to solve the world's major economic problems.

In the Master Lease-Lend Agreements, clauses have been inserted providing for the framing of policies directed towards "the expansion, by appropriate international and domestic measures, of production, employment, and the exchange and consumption of goods, which are the material foundations of the liberty and welfare of all peoples." Negotiations are to be carried on among the signatory powers in order to "clarify the policies" necessary to carry out the program outlined. Thus these agreements constitute, in the words of the President, "a pledge of reforms and cooperative attack against the threat of future depression by the fullest utilization of the resources" of the countries concerned.

Still more ambitious projects are outlined in the Atlantic Charter, which provides that measures shall be undertaken for the attainment, by all the world's peoples, of "improved labor standards, economic advancement and social socurity." In his speech to the International Labor Organization on November 7, 1941, President Roosevelt said that the ultimate aim of this policy was to foster "a more abundant life for the masses of the people of all countries," and to provide a "decent standard of living for the millions of peoples in this world who have never been adequately fed and clothed and housed." Mr. Wallace in his speech of May 8, 1942, quoted a remark which he had made to Madame Litvinoff, "half seriously and half in fun," that the object of the war was "to make sure that everybody in the world has the privilege of drinking a quart of milk a day."

Even the most ardent New-Dealers must regard Mr. Wallace's phraseology as more picturesque than enlightening. And his statement, like that of Mr. Roosevelt, might well be criticized on the ground that it may arouse hopes among the destitute peoples of the world which can not be satisfied. It is therefore fortunate that Mr. Hull in his speech of July 23 was careful to point out that "neither victory nor any form of post-war settlement will of itself create a millennium," but that "we shall be offered an opportunity" to promote world prosperity and human welfare through a combination of intelligent effort on the part of the individual nations, and "effective cooperation" among them.

Mr. Hull furthermore indicated that if this cooperation should be directed toward the removal of economic shackles—on which he has so urgently insisted—, as well as the establishment of a reasonably assured peace,[3] and the development of political stability, there would come as a result

[2] See *Social Education*, November, 1942, p. 298.

[3] See *Social Education*, November, 1942, pp. 298-99.

the release of "a vast fund of resources in each nation to meet the needs of progress, to make possible an advancement towards higher living standards, to invigorate the constructive forces of initiative and enterprise." There should also be, according to Mr. Hull, "continuous self-development of nations and individuals in a frame-work of effective cooperation with others." As more specific means of attaining the ends desired, the Secretary of State refers to "plans" and "mechanisms," but he does not indicate his views as to their nature.

### Maintaining Economic Stability

SOME leading members of the Administration, however, do suggest, in a general way, what they think these "plans" and "mechanisms" should be. They call attention, in the first place, to the potential productive ability of the world, if account is taken of the industrial achievements of the war period. "Modern science," asserts Mr. Wallace, "has made it technologically possible to see that all of the people of the world get enough to eat." And Mr. Welles goes even further when he says that "the world can readily produce what mankind requires." Moreover the Under Secretary of State points out that besides the problem of actually developing this productive capacity, there is also that of "providing the mechanism whereby what the world produces may be fairly distributed among the nations of the world, and of providing the means whereby the people of the world may obtain the world's goods and services." Mr. Perkins has similarly spoken of the necessity of building up throughout the world "mass consumption great enough to use post-war production" so that the entire population of the globe may be kept "at work on all-out production for a century to come." Thus would be created "a world of economic stability."

Such a program as this is obviously of enormous difficulty, and the Administration has not published any blue-print for carrying it into execution. But it has been pointed out by some of our national leaders that there are certain developments and policies now unfolding which indicate the way to at least a partial solution. The war has greatly increased our need for mineral and agricultural products, such as rubber, cotton, tungsten, manganese, antimony, and quinine. We stand ready therefore, to buy all that any country can export of such goods. Hence we have actively promoted their production and the means of transporting them to the point of shipment to this country. If the policies proposed by the Administration with reference to post-war relief and reconstruction are carried out, the practice of acquiring these goods will continue for several years after the close of the war, and indeed the demand for them may remain permanently at the war level or may rise above it if world prosperity grows as the Administration hopes and expects that it may.

It has been pointed out by Mr. Wallace, however, that producers of raw materials and foodstuffs have suffered severely in the past from the lack of stability in the demand for their products, and consequently in the prices paid for them. Conversely, consumers of such goods have suffered from inability to obtain them at reasonable prices when the demand, for any reason, has sharply increased. As a means of stabilizing the international market and of preparing for the unpredictable needs of the future, Mr. Wallace proposes that some device like the ever-normal granary be adopted for all raw materials and foodstuffs, to be developed by international agencies.

### World Control of Wheat

THE recent agreement for international control of wheat illustrates how Mr. Wallace's proposal might be applied. This agreement provides for: (1) the control and stabilization of production in the wheat-producing countries; (2) the maintenance of reserve stocks of wheat and flour at designated levels; (3) the establishment of a system of export control on the quota basis; (4) the fixing of world prices of wheat and flour; and (5) the establishment of a "relief pool" of these foodstuffs, as previously mentioned.

Only the first and fifth of these groups of provisions are to go into effect immediately as among the five parties to the Agreement; the second and third would go into effect in a similar manner at the conclusion of the war. Whenever feasible, there would be convened a conference of representatives from all countries having a substantial interest in the international trade in wheat and wheat products at which the entire draft agreement would be presented for consideration.

To administer its provisions, the document provides for a Council and Executive Committee, and they would be guided by certain general principles stated in the preamble. The most important of these are: (1) that the trade in wheat and flour should be carried on in an "orderly" manner, so as to assure prices that would constitute a reasonable remuneration for producers, and would be not only fair to the consumers, but

also low enough to cause an increase in consumption of wheat in countries where this may be needed; (2) that world supplies of wheat and flour should be ample for the needs of consumers, but "not so excessive as to create a world burden of unwanted surpluses"; (3) that steps should be taken to encourage the displacement of high-cost production of wheat by the production of other foods rich in vitamins, proteins, and minerals; and (4) that unnecessary obstructions to freedom of trade in wheat and flour should be reduced.

The extension of the policy followed in this agreement so that it would apply to other commodities than wheat, as suggested by the Vice-President, has not yet been carried out. But steps with that end in view may be expected as opportunity for them arises. Moreover, contracts made by this Government for the procurement of goods for war uses from foreign countries have in many cases been drawn for a term of five or more years, so that the production of the goods concerned may be placed on a relatively stable basis, and reserves may be accumulated, in accordance with the principles underlying the ever-normal granary system.

### Overseas Industrial Development

A FURTHER result of the war conditions is the growth in the industrialization of certain countries which formerly were dependent for manufactured goods on foreign sources of supply. This process has resulted from the interference with trade, the need for the production of war goods to be used by these countries themselves, or the demand, resulting from the war emergency, for such goods by other countries. The continuance of the type of industrialization in question is thought by some of the Administration leaders, such as Mr. Wallace and Mr. Perkins, to be in general desirable, since it increases the productive capacity of the countries concerned and so elevates the standard of living. It is a policy, therefore, that should be encouraged by the cooperation of this government with others.

Industrialization of relatively undeveloped countries, when carried out under the direction of peoples who are in a more advanced stage of economic development, has in the past frequently been accompanied by exploitation. Hence Mr. Wallace has specified that we should, in undertaking the policy which he recommends, refrain from "military or economic imperialism." The welfare of the people in the "backward" countries must be a major objective. This objective our government has already sought in connection with its procurement of goods from abroad. For in contracts for the production and shipment of these goods, the Board of Economic Warfare is accustomed to insert clauses which require that the contractors observe the labor regulations of the country in which the business is carried on, that wages shall be adequate, and that labor conditions shall be healthful.

### Latin-American Policies

IT IS in Latin America that a beginning is being made in the execution of the policies which have been outlined. In numerous hemispheric agreements, especially those included in the Final Act of the Rio de Janeiro Conference of 1942, arrangements have been made for protecting our southern neighbors from the injurious effects of the disturbance in trade relations produced by the war, for increasing the production of their agricultural and mineral wealth, for promoting their industrial development, for maintaining the stability of their currency, for the mobilization of their transport facilities, and for providing financial resources which will facilitate their economic development. Such projects are approved only if they contribute to the war effort or to hemisphere security.

In addition, the Administration is endeavoring to improve the social welfare of the peoples of America through cooperative effort. "My government," said Mr. Welles to the Ministers of Foreign Affairs of the American Republics at Rio de Janeiro, "believes that we must begin now to execute plans, vital to the human defense of the hemisphere, for the improvement of health and sanitary conditions, the provision and maintenance of adequate supplies of food, milk, and water, and the effective control of insect-borne and other communicable diseases. The United States is prepared to participate in and to encourage complementary agreements among the American Republics for dealing with their problems of health and sanitation by provision, according to the abilities of the countries involved, of funds, raw materials and services." Consequently the Final Act of the Rio Conference included a large number of provisions to promote the objectives mentioned by Mr. Welles. Mr. Roosevelt indicated in November, 1942 that the policy to be adopted towards the poorer countries of Latin America ought to resemble that which has been followed since 1933 towards the impoverished rural areas of the Southern states; and just as the rehabilitation of these areas has also aided the North, so the lifting of the living standards of the

less developed areas of the hemisphere beyond our borders would react favorably upon our own national economy.

### Asiatic Policies

COOPERATIVE action by this Government in the development of the economic and social welfare of other peoples has also been carried on to some degree in certain of the Asiatic countries in connection with war activities. A mission to Iran and Iraq has been instrumental in improving the railroad systems of those countries. Missions to China have given valuable aid in building roads, in developing communications, in promoting sanitary arrangements, and in providing for the control of epidemics. Lease-Lend funds to assist in the Chinese war effort have been employed to further the remarkable expansion of economic activity which has taken place in a part of China that has heretofore been almost entirely devoid of any of the mechanism of modern industry. A mission under Louis Johnson was sent to India to arrange for cooperative effort in the economic development of that country, so that it might take a more active part in the war.

### Subsidies and Investments

IF WE should continue our policy of assisting in the economic development of foreign countries beyond the immediate post-war period, the question of finance is bound to cause acute controversy. There is evidently a good deal of sympathy within the Administration for the idea of continuing the extension of financial aid to certain foreign countries for purposes other than mere relief and reconstruction. For example, Mr. Perkins speaks of the "imaginative use of long-term credits to industrialize the backward areas of three continents." Mr. Wallace remarks: "Probably the English-speaking peoples of the whole world will have to take the lead in underwriting world prosperity for a generation to come." The President appears to have indicated his approval of these suggestions in general terms, which may be made more definite before this article is published.

Specific plans for carrying out schemes of the sort proposed have been prepared by various government officials, but none have received the stamp of Administration approval, and none can be regarded as forming an actual part of the objectives of our Government, though in some cases their authors are now in government service and hence in a position to bring their plans to the attention of policy-making officials. Among the most interesting of such projects are those presented in the article in *Foreign Affairs* for April, 1942 by Professor Alvin H. Hansen—who holds among other official positions that of Special Economic Adviser to the Board of Governors of the Federal Reserve System—and C. P. Kindleberger, Associate Economist of the Board of Governors. Here we find schemes for the formation of an international public-development corporation, operating under the direction of an international reconstruction-finance corporation, for the purpose of developing and industrializing various backward areas of the world and of carrying through great engineering enterprises.

Such measures would involve large loans from the economically stronger countries. The returns on such investments, of course, would not be merely financial, but would also be found in the increased value of foreign markets and in the inestimable advantages of greater world stability. Messrs. Hansen and Kindleberger also present plans for attacking the problems of depression and unemployment by cooperative action so as to prevent the policies adopted by one country from injuring the interests of another. Projects are also suggested for increasing the productivity of land, for improving the quality and amount of food consumed by the world's peoples, and for bettering their housing conditions; but these measures would be put into effect chiefly by national rather than international action.

In spite of the unofficial character of such proposals we must note that they are merely plans for carrying out policies clearly enunciated in the Atlantic Charter, the Master Lend-Lease Agreements, and the speeches of the President. If these are not precisely the methods that will be employed to attain the objectives mentioned, our Administration is certainly committed to the policy of finding some other methods with the same ends in view.

# A Study of Vocabulary Growth in the Social Studies

Floyd B. Bolton

VOCABULARY tests designed to measure familiarity with terms in the social sciences have for several years been administered each September to all pupils enrolled in the public secondary schools of East Chicago.

The East Chicago Social Science Vocabulary Tests have been locally constructed. Each form contains 120 items of the controlled-association type, consisting of a stimulus followed by four words from which the pupil is supposed to select the one related to the stimulus. Here are five examples of increasing difficulty from Form A:

| | | | | |
|---|---|---|---|---|
| COAL | burn | branch | letter | ring |
| DELEGATE | throne | represent | cheap | foe |
| COOPERATIVE | fleet | collection | globe | together |
| SYNDICATE | procession | items | combination | slaughter |
| BIMETALLISM | garrison | exempt | profession | coinage |

Practically all of the words used were taken from Kelley and Krey's list of "Terms in the Social Sciences."[1] The stimuli are arranged in order of frequency of use, the first six being placed by Thorndike in the first thousand, the second six in the second thousand, and so on.[2] Except in the first six items, the stimuli have higher listings than the response words; hence the latter may be expected to be easier. The test has proved effective for prognostic purposes. Its coefficient of reliability is .91. One evidence of validity is a correlation of .83 with the *Wesley Test in Social Terms*.[3]

A summary of the scores obtained by the 7,799 pupils who took the test in September, 1941, is contained in Table I.

TABLE I. MEAN SCORES ON THE EAST CHICAGO SOCIAL SCIENCE VOCABULARY TEST AT THE BEGINNING OF EACH GRADE

| Grade | Number | Mean |
|---|---|---|
| VII | 573 | 57.1 |
| VIII | 992 | 68.0 |
| IX | 1525 | 68.1 |
| X | 1682 | 76.1 |
| XI | 1722 | 81.9 |
| XII | 1305 | 88.3 |

The progression of the means from lower to higher grade levels was to be expected, but the unevenness of the progression by grades was marked. This invited further investigation.

On the hypothesis that the difference between the mean of one grade and the mean of the preceding grade reflected in part the course work given in the preceding grade (since the tests were given in September), the relationships shown in Table II were noted.

TABLE II. DIFFERENCES IN MEAN SCORES BETWEEN SUCCESSIVE GRADE LEVELS RELATED TO COURSE OFFERINGS

| Between grades | Difference in means | Social studies courses |
|---|---|---|
| VII and VIII | 10.9 | Gr. VII: American history (2 sem.) and geography (1 sem.) |
| VIII and IX | 0.1 | Gr. VIII: none |
| IX and X | 8.0 | Gr. IX: community civics (2 sem.) |
| X and XI | 5.8 | Gr. X: electives; none required |
| XI and XII | 6.4 | Gr. XI: United States history (2 sem.) |

EVIDENTLY, the greater the amount of course work in social studies taken by pupils in a given school year, the greater was their growth in social-science vocabulary. But the evi-

[1] Truman L. Kelley and A. C. Krey, *Tests and Measurements in the Social Sciences* (Part IV: Report of the Commission on the Social Studies, American Historical Association. New York: Scribner's, 1934), pp. 502-609.

[2] E. L. Thorndike, *The Thorndike-Century Junior Dictionary*. Chicago: Scott, Foresman, 1935.

[3] New York: Scribner's, 1932. For a description of this test, see Kelley and Krey, *op. cit.*, pp. 219-26.

Understanding of the distinctive terms used in the social sciences is an important index of learning in the social studies. The contribution which social studies courses make to such understanding is here reported by a supervisor in the public schools of East Chicago, Indiana.

dence was not conclusive, inasmuch as different pupils were involved on each grade level. Accordingly, a supplementary analysis was made to determine the changes in scores by the same individuals from one year to the next. This analysis was possible inasmuch as most of the pupils had been tested at the start of two successive years.

The supplementary analysis was confined to two groups of pupils: (1) those who entered the ninth grade in September, 1941, and for whom test scores for the previous year were available; and (2) those who enrolled in eleventh-grade United States history in September, 1941, and for whom test scores when they entered the tenth grade were available. Eighth-grade vocabulary-test scores were not available for about one-third of our ninth-graders because they had attended parochial schools in 1940-41.

As the ninth-grade pupils had not had a social studies course since they had been tested the previous year, the procedure was to determine the means of their eighth-grade and ninth-grade scores on the vocabulary test, to subtract to determine amount of gain during the time they were in the eighth grade, and to see if the difference was great enough that similar gains could be anticipated in other groups under similar conditions. Both eighth- and ninth-grade scores were located for 237 freshmen, the correlation between the two sets of scores was +.73, and the means were:

| | |
|---|---|
| Mean score beginning ninth grade | 71.3 |
| Mean score beginning eighth grade | 67.8 |
| Mean gain during eighth grade | 3.5 |

The standard error of this mean gain is .986, so there is approximately one chance in five thousand that so great a difference would have occurred by chance. Thus, pupils' social-science vocabularies do increase during the eighth grade even though they do not take a course in social studies. The negligible difference between the mean scores on the social-science vocabulary test for grades eight and nine in Table I must be due to the influx of parochial-school graduates in the ninth grade.

THE procedure was somewhat more complex in the case of the 488 eleventh-grade pupils for whom both tenth- and eleventh-grade scores were located. Each tenth-grade score was subtracted from the corresponding eleventh-grade score. The differences, which were negative in about one-fourth of the cases, were tabulated according to the social studies courses, if any, which the pupils reported having taken since entering the tenth grade. The results of this tabulation are shown in Table III.

TABLE III. CHANGES IN VOCABULARY-TEST SCORES DURING SOPHOMORE YEAR RELATED TO SOCIAL STUDIES COURSES TAKEN

| Range of Change in Score | Social Studies Courses Taken | | | | | |
|---|---|---|---|---|---|---|
| | *None* | *World Hist., 1 sem.* | *Econ. Geog., 1 sem.* | *World Hist., 2 sem.* | *Hist., Geog., 2 sem.* | *Hist., Geog., 3 sem.* |
| 33 to 37 | | | 1 | 1 | | |
| 28 to 32 | 1 | | | 1 | | 1 |
| 23 to 27 | 6 | | | 4 | | 2 |
| 18 to 22 | 12 | 5 | | 5 | | |
| 13 to 17 | 24 | 10 | 1 | 21 | 2 | 3 |
| 8 to 12 | 33 | 11 | 4 | 21 | 1 | 3 |
| 3 to 7 | 78 | 16 | 4 | 30 | 1 | 6 |
| −2 to 2 | 58 | 8 | 6 | 13 | | |
| −7 to −3 | 29 | 3 | 3 | 5 | 3 | 2 |
| −12 to −8 | 18 | 3 | | 3 | 1 | |
| −17 to −13 | 8 | 1 | | 2 | | |
| −22 to −18 | 3 | 1 | | | | 1 |
| −27 to −23 | 2 | 1 | | | | |
| −28 to −32 | 4 | | | 1 | | |
| −37 to −33 | 1 | | | | | |
| Number | 277 | 59 | 19 | 107 | 8 | 18 |
| Mean Gain | 2.85 | 5.68 | 5.00 | 7.71 | 2.50 | 8.61 |

Examination of the mean change for pupils who had taken no social studies between tests shows an increase of 2.85 points, which is not significantly less than the increase during the eighth grade, discussed above. The mean gain for those pupils who had taken two semesters of world history, 7.71, is in line with the mean gains shown in Table II for freshmen and juniors, 8.0 and 6.4 respectively.

There is significant correlation between the change in vocabulary-test score and number of social studies courses taken (eta = +.23), indicating that within the limits of this investigation, the more social studies courses taken the greater the increase in the score on the vocabulary test. This conclusion is supported by the evidence from Tables I and II, which show the greatest increase to be in the seventh grade, where all pupils have three semesters of social studies.

Subject to the usual restrictions applying to studies of this nature, two conclusions seem justified: (1) The social-science vocabularies of junior and senior high school pupils tend to increase even if they take no social studies. (2) If social studies are taken, an additional increase in pupils' social-science vocabularies may be expected proportionate to the number of courses.

# The Motion Picture as Communication

Henry Harap

THE average person does not think of the motion picture as communication. Those who speak or write of the film in this sense do not always distinguish between communication as *giving* and communication as *exchanging* images, feelings, or ideas. Both are commonly accepted uses of the word. I shall call giving information *one-way* communication and exchanging information *two-way* communication. Because the motion picture, which is intrinsically a tool of mass communication, is almost wholly a *giving* instrument, some interesting considerations arise.

It appears that the sociologists, more than any other group of scholars, think of the motion picture as communication. Usually grouped with such media of mass communication as the press and the radio, the film is viewed by the student of society as an integral part of the culture. A book with a circulation of several thousand copies is not a medium of mass communication, but a newspaper which is read by a half-million persons on the same day and a radio voice heard simultaneously by twelve-million listeners are media of mass communication.

### Emotional Response to Movies

THE average person does not expect the film to be more than entertainment in which he is the passive receiver. Yet the motion picture satisfies the need for communication in a very real way for many people. It takes the place of friends for those who are not inclined to be communicative or sociable. These persons also think of books as friends to whom they *listen* and to the authors of which they occasionally *talk*. The book lends itself more to exchange of ideas than does the movie, the margin and end papers giving the reader full rein to talk back to the author.

The impulse to talk back at the movie is restrained by the disciplined adult, but no inhibitions keep youngsters from responding when they have the urge to do so. A number of years ago I used to watch the behavior of children at outdoor motion-picture shows. I remember vividly the repeated vocal outbursts, the cries of warning to the hero, the expressions of contempt for the villain. The Western film provoked the most excited shouting. A band of cowboys on a gallop starts the cheering, gradually it swells until it bursts into one tremendous shrill cry of mingled hope and fear as the climax approaches. As the heroine is rescued from the hands of the villain by a daring feat of courage, the shriek breaks off suddenly and fades to a subdued sigh of relief and joy. Then follows a vociferous round of handclapping for the hero. But such responses as are made by groups of children are emotional. What of intellectual reactions to the screen? Can they, too, be expressed? What kinds of ideas are communicated?

### Ideas from Movies

WE have seen that the motion picture is communication primarily in the sense that it expresses something, an emotion, a picture, a fact, a story, an argument. It is logical, therefore, to ask what is the content and quality of that which is communicated. Discussing current trends, a *Time* editor recently reported a wave of public neglect that has rolled over the radio, books, and movies. He explained that "As the world's wars grew grimmer, people have grown harder to communicate with." To which I should like to add, perhaps they did not like what was being communicated.

The hollow grandeur of the American screen has been a matter of widespread grievance. Until

Many of us have wondered whether films have been a help or a hindrance to education as a whole. The author of this article, which takes account of both negative and positive factors, is professor of education and associate director of the Division of Surveys and Field Studies at the George Peabody College for Teachers, Nashville.

recently Hollywood has ignored the challenge to look at life and tell the people something about it. Films like *The Great McGinty, Mr. Smith Goes to Washington,* and *Grapes of Wrath* show that the motion picture in America may yet attain its social and artistic maturity.

The film portrays a way of living. Is life so full of extravagance and ease as is portrayed in many American films? Everything physical on the screen is idealized. Figures are flawless; garments are new to the last crease. The most humble home is lavishly furnished; offices are sumptuously equipped; laboratories are chromium-plated, ultra-modern. Nothing which exists in the movies is imperfect or well-worn. Again and again it lacks the friendly quality of a worn doorstep, a creased garment, or a worn-down heel. Everything is excessively artificial and obstrusively perfect. Ask the laborer's daughter what kind of a home she would like to have. You must not be surprised if she asks for a white stucco mansion furnished with antiques, surrounded with formal gardens, and equipped with swimming pool and stables. Does not the motion picture help to cultivate these absurdly grandiose ideas of living?

### Effect on Conduct and Attitudes

THE motion picture builds desires, hopes, and ambitions. It affects the tastes and the behavior of millions. What is the quality of living which the film goer carries away with him from a movie experience? We have accumulated a certain amount of information which is not altogether favorable. It is not too evident that the leaders who create the pattern of film experience are moved by a deep respect for the common man and his way of living. Their works have not been noted for understanding of basic democratic idealism.

It was curious to get some information myself on the influence of the commercial film. I put a simple questionnaire into the hands of sixty-four college students. Only fourteen individuals indicated that the motion picture had caused them to change their attitudes toward other persons. Twenty-four persons said that the film was the immediate cause of new ways of dressing or grooming. Ten students were induced to buy something recently which they had seen in a motion picture. In four instances a film experience had induced the individual to make an important decision. The experimental studies of the influence of the motion picture on human behavior yield conflicting results, but the cumulative effect over a period of years is undoubtedly great.

One of the basic challenges offered to the film goer is to decide between fact and fancy. This occurs again and again in a variety of ways. The foreigner's impression of America as a nation of gangsters is wholly inaccurate, but the American's conception of his own environmental conditions is no less erroneous unless he has had the opportunity for wide experience and travel.

The same problem arises in connection with the details in a picture. In *Dive Bombers* the hero invents a transparent hood by means of which oxygen is fed to the pilot at high altitudes. Unless one is familiar with recent developments in aviation, he does not know whether this is fact or fancy. A local official of an aviation school assured me that the technical details in this picture were quite accurate.

In *Tom, Dick and Harry,* Harry points out to Janey that while there are nine thousand millionaires, there are over twelve million Janeys. Therefore, the chances of Janey's attaining her ambition of marrying a millionaire are overwhelmingly against her. This is probably an accurate and significant sociological fact, but one's ability to recognize it as such depends upon his stock of basic information concerning the distribution of national income.

### Possibilities for Documentaries

THE documentary film is still in its infancy in America. A British film student has written that the documentary film's greatest achievement is the discovery "how to dramatize everyday life without falsifying it." In the American theater, with the exception of the *March of Time,* this type of film has been limited to sports, travel, a little science, and a little history. These, however, have been largely dominated by superficial appeals to sex, horror, and wonder. The documentary film has done nothing to report the basic activities of living, such as home life, work, and politics.

The commercial documentary film is often a highly dramatic and absorbing presentation of a business organization or an industrial process. When the sponsor is not too obtrusively present in the film, it is an exciting and satisfying screen experience. It "dramatizes everyday life without falsifying it."

Of all the offerings of the screen, the newsreel comes nearest to reporting life as it is actually lived, but it reports only a part of life: the great,

the spectacular, the grotesque. It is doubtful whether the news is chosen in terms of life's greatest purposes.

### Films for Learning

WE HAVE seen that the film is a means of communication which has mechanical limitations as a learning tool. As a medium it is particularly suited to the study of the far away and the long ago. These are more difficult to present accurately by means of the written and spoken word. Many attempts in the classroom to recreate the remote in time and space result in fanciful and often grotesque misconceptions of the real. How much easier it is to study life on the pampas of Argentina by means of the film, and with what saving of time. How much more impressive is the story of the enactment of the Bill of Rights when it is dramatized for us on the screen. The here and now can be studied more effectively by means of direct observation and experience.

I have discussed the screen as a medium of *one-way* communication. This limitation must not be overlooked in using the film as a learning instrument. A picture communicates to the audience, but it is difficult if not impossible, for the audience to talk back. One of the primary problems in the use of the motion picture for learning purposes is involved in extending its use to include not only receiving but also exchanging ideas. Bilateral communication, therefore, is supplied by discussion which may follow the movie. The demonstrations given by members of the Commission on Human Relations several years ago showed that the film can be used effectively to set off discussion about problems that are of vital concern to young people.

The movie, like reading, is a form of vicarious experience. With a travel picture one may journey to distant lands. Communication when it is not actual experience is a means of securing knowledge about experience. In this sense it may be considered as a means of learning, but it is not planned learning. Therefore, the motion picture in the classroom is not used most effectively when it is used in isolation. It should be used as an integral part of a complete, purposeful, and continuing learning enterprise. As a source of information or experience, the film plays the same role as any other medium such as the book, the interview, the field trip, the laboratory experiment, and the many other direct and indirect learning resources.

### Implications for Teaching

THE value of the motion picture in fixing information in the mind is limited. In the theater the statements are fleeting and the environmental situations are subordinated to the drama. In the classroom or school auditorium the same conditions obtain, and learning is equally transitory. For example, the motion picture *Dive Bombers* has much to do with the technical aspects of aviation. The primary theme is the achievement of the medical division in reducing accidents which result from flying at high altitudes. The picture may serve to reinforce scientific knowledge that the audience may already have. It may also introduce certain hitherto uninformed people to new and interesting fields of knowledge. To the person who is unfamiliar with aviation, scientific facts and principles are interesting background, but these are not learned by viewing the film. As a teaching instrument, the film would have to be supplemented by preparatory reading and discussion, by follow-up questions, and possibly by rerunning certain portions. It would be used most effectively as an integral part of a larger unit of learning on aviation.

I fear that the great mass of teachers view the motion picture as a pleasant form of learning, easy to use, affording the teacher a brief period of relaxation in a hard working day. Properly used, the motion picture adds no light burden to the work of the teacher. This is effectively demonstrated in the report of the motion-picture project of the Santa Barbara, California, public schools.[1] For example, let us see what happened when a teacher used the *Romance of Foods* in connection with a learning unit on foods. The children prepared a list of questions which the film might answer. The teacher previewed the picture three times, prepared a synopsis of the film, made a list of words needing study, and listed the possibilities for further study. Before seeing the film, the class discussed meat packing and studied the list of twenty-five difficult words. The first run of the picture showed the need of clarifying a number of points. The second showing was followed by further investigation and discussion. The film in this instance was one phase of a larger continuing learning experience. The picture had a purposeful beginning, an intensive development, and an ongoing effect.

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[1] Bell, Reginald, Cain, Leo F., Lamoreaux, Lillian A., and others, *Motion Pictures in a Modern Curriculum: A Report on the Use of Films in the Santa Barbara Schools* (Washington: American Council on Education, 1941), pp. 102-03.

# Education for Better Intercultural Relations

Edgar A. Taylor, Jr.

AMERICA has, as no other country in the world, groups of individuals of various racial, national, religious, social, and economic backgrounds. They represent both our good fortune and our great responsibility. Recognition of their presence is merely one step toward realization that in many cases these people are, in a sense, "different"; they are "out-groups," commonly called minorities. Actually their differences are often imposed upon them when we segregate them in special schools, or force them to live apart from us in less satisfactory communities or otherwise erect and maintain barriers around them.

For the most part they, like us, are citizens. They, like us, seek for economic well-being and spiritual security. Each is an individual, different from his fellows as you and I are different from each other. They deserve, but frequently do not receive, the same humane treatment which we accord to those more like ourselves. I believe that intercultural education is concerned with the development of a "humane" social philosophy in which what we do grows directly out of what we believe and feel.

Charles Beard, addressing the Congress on Education for Democracy in 1939, said: ". . . this humane spirit must be cherished and quickened, and ever brought to bear as a dynamic element in the enrichment of life. Knowledge is not enough. Science is not enough. Both may be employed to kill as well as heal. . . . It is the humane spirit that points the way to the good life."[1]

Intercultural education, above all, demands such a humane attitude. It is the development of a philosophic conception to guide one in thinking and acting. It must be pervasive and continuous, not occasional.

Better intercultural relations will develop when native white Americans as a whole, in community groups, in schools, and individually as civic leaders profess a desire so to change attitudes and to expose special interests that the ghost of discrimination will no longer haunt some 13 million native Negro Americans, and the other millions of poverty-stricken whites, loyal Japanese, hard-working Mexicans, Indians, Catholics, Jews, and others. Let there be no mistake: we have much to be proud of in our ability to accept and assimilate diverse groups. The great democratic experiment has passed its initial stage. It remains for us to prove that it can recognize and remedy its weaknesses before the rigidity of age perpetuates inequalities.

In an eastern city of 25,000 people there are many Negroes, Jews, and people of assorted foreign birth. These people, constituting more than half the population, live in an overcrowded area equal roughly to the land area on which some two hundred well-to-do families live. Shall the school avoid the topic of housing because the banks have looked upon it with official disfavor? Shall the school make no reference to color discrimination because some middle-class whites bear stereotypes not admitting equal Negro opportunity? If the answer is affirmative, the school clearly accepts a continuance of unhealthy slum areas, concentration of economic power, rule by minority, priority of property rights over human rights, and accentuation of racial inequality. Passive awareness of our problem is not enough. Active opposition to bad conditions is impera-

Even in a "nation of immigrants" war puts a severe strain on tolerance. We are glad to publish this address to the National Council for the Social Studies at Denver last June as a contribution to our wartime unity. The author is a teacher of social studies in the State Street Junior High School, Hackensack, New Jersey.

[1] Charles A. Beard, "Essentials of Democracy," *Education for Democracy* (New York: Bureau of Publications, Teachers College, Columbia University, 1939), p. 40.

tive. This means that a positive educational program will be necessary to develop understandings and mutual respects for group differences.

THE main problem is probably more economic than anything else, but one should never minimize the place of bigotry, intolerance, and prejudice. There are millions more people without the necessities of life in our world than there are with the necessities. What we are denied we fight for. If there isn't enough for all, one group may turn against another. Thus, the economic condition of the Southern Negro can not be alleviated while the white sharecropper remains economically disinherited. The poor and the ignorant more readily respond to demagoguery or to class distinctions than others. The Negro group in this case becomes the scapegoat for a system which has denied both groups decent human conditions of living.

That there are hopeful signs of cooperation, however, is evident from a recent event in a west-coast port where the union of white dock workers was on strike. Although denied, until then, admission into this union the Negro workers of the city refused to accept the role of strike-breakers. Instead they went to the union leaders, pointed out their position, suggested that the union permit them to join the picket line and then accept them as union members. It worked.

IT IS hardly necessary to detail at this time the many manifestations of racial, national, and religious discrimination. I will only call to your attention the following:

1. The Negro, who is the recipient of discrimination in housing, industry, hospitals, schools, churches, and civil rights.

2. The Mexican, whose exploitation in some areas of our country is unknown to most people but ignored by many more.

3. The Japanese, who have exhibited a remarkably fine attitude in the face of their forced removal from their homes, businesses, and friends.

4. Citizens of German or Italian extraction, whose only crime is a peculiar name or a noticeable accent.

5. The Jew, against whom every slur by other Americans represents concrete assistance to Hitler's Nazis. And also against whom, it might be added, no shameful generalization has ever been soundly supported.

6. Finally—cutting short the list—the migrant American who may be less visible now, during our war effort, but not because we have solved his problem in the slightest degree. (In this connection don't fail to read Carey McWilliams' book, *Ill Fares the Land.*)

SINCE such a backward situation calls for a remedial program, let me offer three points as suggestive, but certainly not comprehensive:

1. A basic philosophy is a prime requisite for thinking clearly and acting constructively. People can make a beginning by examining their own prejudices, stereotypes, and the mores of the group in which they move. Why do they think and act as they do? The answers will amaze and embarrass us as human beings. We are all creatures of certain emotional conditioning, but I doubt that most of us are aware of some of the least rational of our ways of thinking. We must make use of scientifically ascertained data, being careful not to generalize from one or two particular cases.

My purpose in emphasizing a clear-cut and well-integrated set of concepts in this field is to insure consistent action to follow thought. It just is not altogether consistent to praise in glowing terms Chinese heroism during five years of heartbreaking reverses, and at the same time to reject American Negroes in the naval forces or as defense workers in proportions of at least one Negro to nine whites. Those people have even more to fight for and defend than the Chinese. It just isn't consistent to segregate white and Negro blood plasma in an edifice dedicated to science, and a moment later extol to science for the advances it has brought to life on this earth.

It has been said that there is still much to do on the agenda of American democracy. I am suggesting that prominently on the list appears the need for a more scientific understanding of race, a more tolerant view of religious differences, and a strong defense of our civil liberties which were designed to protect minority or even dissident opinion.

As an editorial in the *New York Times* declared in commenting on a recent Supreme Court decision:

> The minorities whose civil rights are threatened are always small and, to many, obnoxious. . . . Yet their treatment is the test, and will always be the test, of the sincerity with which we cling to the Bill of Rights. If those of us who belong to the larger groups do not defend the rights of persons with whom we disagree, and whom we may actually detest, we are confessing that we hold our own rights on sufferance, or by our numbers, or by our political or other power.

2. Community contacts are essential to a realistic program. The school is only one agency of

many to be enlisted in this attempt to bring about a more adequate democracy. Church groups, Rotary clubs, unions, political organizations—all must come to understand and wholeheartedly accept active participation in the movement.

3. In order to make real progress in this field, teachers must exhibit a great deal more sympathy toward the problem of intercultural relations and more active participation in solutions. Are most teachers tolerant? Are mathematics or agriculture teachers any less obligated to advocate to pupils these principles of tolerance and understanding than social studies teachers?

Workshops to develop units of work or to plan community action, such as the workshop held in Greeley and the one at Columbia University last summer, are hopeful signs on the horizon. The trouble is that, as in the case of the minister who can't scold the members of the congregation for not coming to church if they aren't there, it is difficult to reach the very teachers who often enough should reexamine their social philosophy. We must however, have more and more key people, leaders, who begin in the grass roots of their own communities to bring about changes in thinking and acting.

4. The last point of my program is a look into the future. The post-war world is even now being prepared. The white race is a minority. Are we intent upon a domineering role of control, or are we anxious to lead the way in showing how we, actually a minority, would wish to be treated? We need allies now to help us win the war, and we will need friends in the future to help us keep the peace and enjoy mutually the fruits of that peace. In both our national affairs and our international relations we must plan for a future more tolerant and less characterized by racial barriers than the present.

After the war our well-nourished hatred of members of the Axis peoples may be transferred to scapegoat groups within this country. If this occurs it will be worse than anything we have seen in the last few years. Remember, there was a Ku Klux Klan revived after the last war, later a Black Legion, then Pelley's Silver Shirts, the Christian Fronters, and a host of others.

### The School Program

INTERCULTURAL education is not a series of pageants, or assemblies, or song fests; nor is it a program of parties at which people who are "different" meet each other. These things could always be a natural part of our intercourse. They may lend color and they may be a sharing of valuable cultural strengths. They do not, however, attack the main problems.

Furthermore intercultural appreciation developed in the classroom, perhaps through an isolated unit arbitrarily assigned, let us say, to grade nine, is only an interesting educational experiment. Pupils are only in school a fraction of the day; and anyway, talk without practical application brings meager results.

Thus the program of intercultural education is not to create a new unit of work in each grade so much as to interweave an attitude into all work in school, and, when the school is closely identified with the community, to carry the consideration into the bigger group. Transferred to the home, social group, job, or community, intercultural understanding becomes a vitalizing influence from which all will benefit. Social action is needed right now, yet it apparently must await greater awareness.

Again let me emphasize the practical side of my suggested program. The study in school of some minority group outside the community in which the pupils live is of very little value unless it leads directly to a consideration of the people among whom they do live. Local problems naturally are controversial, but intellectual honesty calls for a frank recognition of the existence of these local problems.

Units of work added to an overcrowded curricular offering will not solve the problem, valuable as such a start in the right direction always is. Daily work can be oriented to our philosophy, however. No teachers should miss any opportunity to drive home this conception of practical interracial and interreligious understanding. Some thinkers believe that tolerance is not enough; that active cooperation is the only way to break down prejudices due to the differences between me and thee. Daily community living is absolutely necessary.

# Balance in Examination Questions

A. T. Volwiler

FEW persons today would argue against the use of the objective type of examination questions; the wonder is that they were not used earlier. To the tendency of some teachers to use them to the entire exclusion of other types of questions, however, a demurrer ought to be entered. Such a practice deprives students of opportunity to develop ability to express themselves well in writing, to do sustained, logical thinking, and to organize knowledge gained. When objective questions are used, it is the teacher who selects the sentences to express ideas and who in most cases does the constructive thinking. For the student, impression, rather than expression, is too often the mental activity involved.

It ought to be added, however, that many essay questions require but little mental activity or exactness in the use of words. Throughout life, a normal person will hear addresses and read newspapers, magazines, and books. Consciously or unconsciously, he must decide for himself what he shall consider true and what erroneous, what significant and what non-essential, what is prompted by ulterior motives of self-interest and what is prompted by the desire to tell the truth in the interests of the common good.

A type of question which affords a student an opportunity to express thought in good form and to arrange information in logical order has certain merits as a supplement to objective questions and exercises. In the comprehensive examinations in the social science in use at such universities as Harvard, Chicago, Oxford, and Cambridge, there is a widespread use of quotations from prominent authors for comment and evaluation. Two examples of such exercises follow.

I. In 1900, the platform of the Republican party in the United States contained the following concerning the Spanish-American War:

And while the American people, sustained by this Republication legislation, have been achieving these splendid triumphs in their business and commerce, they have conducted, and in victory included, a war for liberty and human rights. No thought of National aggrandizement tarnished the high purpose with which American standards were unfurled. It was a war unsought and patiently resisted, but when it came the American Government was ready. Its fleets were cleared for action. Its armies were in the field, and the quick and signal triumph of its forces on land and sea bore equal tribute to the courage of American soldiers and sailors and to the skill and foresight of Republican statesmanship. To ten millions of the human race there was given "a new birth of freedom," and to the American people a new and noble responsibility.

(a) Comment on this quotation, sentence by sentence, in the light of what you have learned about the history of the United States from 1896 to 1900.

(b) Comment also on the quotation as a whole.

II. The following paragraph is composed of extracts from a Russian textbook in history for secondary schools written by D. I. Ilovaiskii and used widely in Russia during the period from 1860 to 1917. More than twenty editions of this text appeared.

Louis XVI was a peaceable and gentle monarch who in the course of his long reign showed himself particularly skillful in finding expert Ministers of Finance. Loved and honored by his people, the aged monarch died suddenly after a glorious reign, as the result of a fit of apoplexy. He was succeeded by his son, Louis XVII who was obliged to conduct several wars, wherein the captain of his hosts, the royal marshal, Napoleon Bonaparte, conquered a great part of Europe for his king. Napoleon, however, abused his power and made a public attempt to rebel against his liege lord and to compass his own ambitious ends. Under the leadership of Alexander I, King and Autocrat of all the Russias, the general was deposed, deprived of all his honors and dignities and all claim to pension. He was banished to St. Helena.

(a) List all the errors you can discover in this paragraph and correct each as you name it.

(b) Comment on this quotation in the light of what you have learned about the French Revolution, Napoleon, Russia, and the writing of history.

In September, 1937, we published J. W. Wrightstone's "Are Essay Questions Obsolete?"—in which that expert on objective tests concluded that essay questions can still serve us well. A professor of history in Ohio University presents and applies the same view.

# Notes and News

## National Council at New York

"Social Education in Wartime and After" was seriously and profitably discussed by the nine hundred teachers of social studies who gathered in New York City during the recent Thanksgiving holidays (November 26-28) for the Twenty-second Annual Meeting of the National Council for the Social Studies, in which eleven other professional organizations also participated.

## Wartime Policy

The Commission on Wartime Policy, which had been appointed by President Roy A. Price early in the fall, presented its report to the Council at the opening general session on Friday morning. Copies of the report were given to all present and its content was interpreted by the Commission's chairman, Howard E. Wilson, after which it was discussed in ten concurrent round-table sessions. The final draft, incorporating revisions suggested in these discussions, was presented to the business meeting Saturday morning and was there officially adopted by the Council. It has since been twice published: in this issue of *Social Education,* and in a sixteen-page pamphlet entitled *The Social Studies Mobilize for Victory,* obtainable from the Executive Secretary's office (10 cents per single copy; 9 cents each for 2-9 copies; 7½ cents each for 10-99 copies; 6⅔ cents each for 100 or more copies).

## Wartime Teaching Problems

Eight luncheon sessions on Friday were followed by sixteen study seminars. Each luncheon and seminar was devoted to a special problem of teaching social studies, and most of them dealt particularly with wartime aspects. Of the numerous experiences and ideas discussed only a small sample can here be reported.

*Teaching Critical Thinking.* Most largely attended of all luncheons and seminars were those devoted to teaching critical thinking. The Thirteenth Yearbook of the National Council was presented by its editor, Howard R. Anderson. He emphasized that the yearbook had been written with a view to making it of the greatest practical use to the classroom teacher. Following the editor's presentation, J. Wayne Wrightstone appraised the yearbook, commending the authors for synthesizing the diverse work of many individuals, for including many concrete illustrations, and for recognizing that critical thinking is a continuous process.

The seminar on the same topic was participated in by six panel members and the audience. A considerable portion of the discussion emphasized variations of the theme that "critical thinking must not make young people skeptical of everything, nor so harden their arteries of constructive thinking that they are not able to take a strong position on anything." The warning was also given that insistence on scientific thinking must not preclude a set of values on the part of teachers and pupils. The question was raised: Is it appropriate to teach critical thinking in the midst of war? And the answer, by consensus of panel and audience, was strongly affirmative; one member pointed out that training in critical thinking is more essential now than ever because of the increasing social complexities presented by war and post-war conditions.

*American History.* The teaching of American history was considered at two luncheon sessions and one seminar. Allan Nevins addressed the joint luncheon of the National Council for the Social Studies and the Middle States Association of History and Social Science Teachers on "British Interest in American History—A Summer's Survey." Dr. Nevins based his remarks on his visit to England last summer, from which experience he reported that there is a widespread increase of attention to the United States in the history curricula of British secondary schools and colleges. At another luncheon session, Nelson P. Mead answered the question "Should We Teach More American History?" by remarking that the quantity of instruction was of less consequence than the quality. He did assert, however, that secondary-school courses should devote more time to our national history of the years before 1860. He also urged that American history should be studied in its world setting. A seminar discussion of American history on the college level was presided over by Grayson N. Kefauver. Participants generally agreed that the value of courses in American government, in economics, in sociology,

in American literature, in contemporary civilization, and in general social science for developing understanding and appreciation of America should not be discounted. Efforts to relate American history to events and movements in other parts of the world were commended. More attention to historical sources and methods was also recommended.

*Geography.* George Renner interpreted "New Viewpoints in Geography" in a luncheon address, which was followed by a panel discussion led by Donald Alter. Dr. Renner dealt largely with geographical aspects of the present war. His paper will be published in *Social Education.* W. W. Atwood said that geography is important for developing an international point of view. Kathryn Schnorrenberg emphasized the values of concrete materials in geography instruction and warned against the "dangers of summarizing with generalities." W. R. McConnell stressed the view that "geography is a state of mind." Lillian Olesen outlined a series of geographical concepts in terms of pupil understandings.

*The Air Age.* The luncheon and seminar devoted to "Social Education for the Air Age" developed two important themes: first, that a new type of training in global thinking is necessary to fit the coming generation to take its place in a new age of air-mindedness; and, second, that training for the air age must include the development of a set of social and moral values which will lead toward a practicing internationalism. Hall Bartlett outlined specific ways in which aviation should be incorporated in each course of the social studies curriculum.

*Consumer Education.* James Mendenhall demonstrated the wartime sharpening of consumer problems by citing national statistics on shrinking supplies of goods available for civilian use. He then explained steps being taken by the Office of Price Administration to help cope with these problems. The ensuing panel discussion was devoted largely to ways in which school instruction could increase public understanding of consumer problems in wartime. It was generally agreed that more attention should now be given to this topic in the curriculum and that the scope of the term "consumer education" must be broadened. Ruth Wood Gavian made specific curriculum suggestions for the elementary school and Henry W. Littlefield did the same for the secondary school. Colston Warne discounted the educational value of much commercial advertising material, but others took issue with his view.

*Manpower.* A joint luncheon session of the National Council and the American Political Science Association was addressed by Charles Hyneman on "Preparing Youth for National Manpower Needs." Dr. Hyneman emphasized the mutual responsibilities of schools and government for coordinating training programs for both military and civil service.

*Crime.* War conditions tend to diminish adult crime but to increase the rate of offenses by teen-age youth, observed Austin MacCormick, executive director of the Osborne Association, in a luncheon address. The threat of increasing criminality in the immediate post-war period, he said, can be averted by preventive measures, such as planned recreation and gradual demobilization of the armed forces.

*Curriculum Adaptations.* New courses and shifts in current curriculum emphases were recommended in several seminar sessions. Louise I. Capen described a new course in human relations; Clara Braymer declared that a critical need in the education of non-academic pupils is the teaching of values and perspective. J. R. Rackley's paper, read by Jesse B. Johnson, expanded the theme that "military history should be taught in the schools in proportion to the influence which war has had on the development of man's culture." Richard J. Purcell presided over a session concerned with curriculum adjustments related to America's foreign policy. It was agreed that isolation is gone, but isolationism is not; the curriculum must bring world change home to the minds of young people. S. P. McCutchen led a panel discussion which appraised the curriculum changes implied in the findings of the Eight-Year Study of the Progressive Education Association. A distinctive responsibility of the elementary school in wartime is the development of children's feelings of security and confidence, agreed the participants on a panel discussion led by John J. Loftus. The record and promise of summer workshops in strengthening teacher competence and aiding teachers in making curriculum adjustments were discussed by W. H. Bristow, Harold M. Long, Cele T. Brickman, and others.

*Labor.* Mark Starr described and analyzed the role of labor in the war effort in a paper which will appear in an early issue of *Social Education.* The discussion noted that while there is some improvement in the treatment of labor problems in the press, in textbooks, and in broadcasts, much education is still needed, especially

outside industrial cities. The unions can do much through better education of their membership and improved public relations.

*Public Relations.* "Fundamentally, the most important element in a public-relations program is a good school, a school that truly meets the needs of pupils and adults in the community which it serves. The public will support education if it is convinced that education is worthy of support," declared Pliny H. Powers.

*Government Materials for the Classroom.* The rich sources of reading matter and visual aids provided by the federal government were described and illustrated by teachers and government officials at the seminar conducted by Irving J. Halprin, who headed the committee of New York City teachers responsible for an impressive exhibit of such materials.

## Education for the Post-War World

The Saturday sessions were devoted to the study, in wartime and as part of the war effort, of the problems of the post-war period, the necessity for which was presented by Clark M. Eichelberger in a general session. Clyde Eagleton dealt with issues, problems, and possibilities of international political organization, urging that international government is necessary to protect civilization and individual welfare, that such government must be strong enough to bring war under control, and that the welfare of individuals must be an increasing concern of international government. Eugene Staley treated international economic reorganization; for a durable peace there must be (1) economically permeable political boundaries, (2) a reasonable amount of economic stability in the world, and (3) an atmosphere of progressive economic development. Walter M. Kotschnig, in an address to be published in *Social Education,* considered the difficulties and possibilities in re-education of youth after the war. Our relations with Latin America and the Far East were discussed by John C. Patterson and Haldore Hanson. Mark M. May analyzed psychological factors in the making of a peace settlement. At the concluding luncheon Alonzo G. Grace explored needs and problems related to the wartime morale of American youth. James Marshall convincingly urged the establishment of an international office of education to coordinate and stimulate educational programs which must underly and maintain any post-war settlement that is to endure.

## Banquet and Receptions

Henry Johnson again, as at Indianapolis, delighted a large audience with reminiscences of "The Making of a History Teacher"—a part of his autobiography, now in press. Experience on farms, in a small frontier town as clerk in drug, dry-goods, and hardware stores and in a bank; a brief term as insurance agent; later experience as newspaper reporter; a few years of teaching in a district school and in small high schools; a period as superintendent—all contributed to the solid foundation of a distinguished career as historian and teacher of teachers. Dixon Ryan Fox presided felicitously, as always. The All-City High School Chorus, directed by Peter Wilhousky, contributed further to a memorable banquet meeting.

The Association of Teachers of Social Studies in the City of New York was host at an informal reception—the informality effectively ensured by a program of square dances—following the banquet. The Board of Directors' reception on Thanksgiving afternoon had provided earlier opportunity for renewal and extension of personal and professional contacts.

## Business Meeting

President Roy A. Price conducted the annual meeting Saturday morning. Much of the increasing volume of business is, of necessity, transacted by the Board of Directors, but the meeting had four major items on its agenda.

The report of the Commission on Wartime Policy, was unanimously adopted.

The following resolutions, presented by Elmer Ellis to meet an emergency created by the war and resulting federal transportation policy, were unanimously adopted:

> That should circumstances prevent the holding of the regular annual election and business meeting of the National Council for the Social Studies in November, 1943, and immediately subsequent years, the officers elected for 1943 shall serve until a regular annual meeting is held.
>
> That under such circumstances the President of the National Council shall have power to fill vacancies on the Board of Directors and in other offices subject only to the approval of a majority of the Board of Directors.

The following resolutions relating to recent and current discussion of the teaching of American history in schools and colleges, were presented by Erling M. Hunt and, after discussion, unanimously adopted:

> (1) That the National Council for the Social Studies recognizes the pre-eminent importance of the study of

American history and American civilization in American schools and colleges.

(2) That the National Council commends the present policy of giving attention at all school levels to the study of the United States.

(3) That the National Council finds the implications of the *New York Times* survey of June 27 of American history teaching in colleges misleading because of its neglect of such fields of American study as government, economics, sociology, literature, contemporary civilization, and general social science, and American history other than introductory surveys.

(4) That the National Council condemns further State legislative prescription regarding the social studies curriculum as educationally unsound.

(5) That the National Council pledges its support for efforts to improve the effectiveness and the articulation of the study of the United States in its world setting at secondary school, and at elementary and college levels.

The following officers were elected for 1943 on the recommendation of the Nominating Committee, whose report was presented by Ethel de Marsh: President, Allen Y. King, Cleveland Public Schools; First Vice-President, I. James Quillen, Stanford University; Second Vice-President, Mary G. Kelty, Washington, D.C.; Directors, Stanley E. Dimond, Detroit Public Schools, and Howard E. Wilson, Harvard University.

The decision to hold the 1943 meeting in Chicago was announced.

## Acknowledgments

All who attended the meeting were agreed that the program committee had done a masterful job of planning sessions which were attuned to national wartime needs and to current interests of social studies teachers. There was equal agreement with respect to the smooth and effective functioning of the countless detailed and complex arrangements handled by the local committee and the Executive Secretary. The program committee was headed by Allen Y. King. The local arrangements committee's general chairman was William A. Hamm, who welcomed the convention to New York as representative of Superintendent Wade; its subcommittee chairmen were: Paul Balser, publicity; Katherine Meade, hospitality; Herbert Gross, hotel; Irving Halprin, educational exhibit; Herbert Perlman, commercial exhibits; and Sol Siegel, National Council exhibit. Director of the press room was Belmont Farley of the NEA. Secretary of the headquarters room was Mrs. Susan Schubart of the *Social Education* editorial office. Director of registration was Wilma Stewart of the National Council headquarters office. The National Council is also indebted to George V. Denny, Jr., and his Town Hall associates for arranging the Town Meeting of the Air broadcast which constituted the opening session, and to Stanley Dimond and the New York City pupils who participated in the History Quiz broadcast Friday morning. The large number of publishers' exhibits also contributed to the professional value of the convention.

The gratitude of the Council to all who participated in the program was well expressed by President Price at the general session on Friday morning. Special thanks are also due to the thirty-five session secretaries, who attended to many details and provided the reports on which the foregoing summary is based.

If those who attended the sessions were overwhelmed by the task that faces social studies teachers in wartime, they must also have left with clearer understanding of the nature of that task and with some guidance as to their own role and opportunities in advancing the war effort and in making sure that the effort preserves and extends the democracy which we are defending.

W.F.M. and E.M.H.

## National Council at St. Louis

The next meeting of the National Council is scheduled to be held at St. Louis on Saturday, February 27, in connection with the convention of the American Association of School Administrators. A morning and a luncheon session will be held at the De Soto Hotel. The National Council Statement of Wartime Policy will be discussed. Howard E. Wilson and Erling M. Hunt will speak at the sessions. Elmer Ellis of the University of Missouri is chairman of the program committee; Isabel Dolch of Central High School, St. Louis, is chairman of the committee on local arrangements.

## School Adjustments to War

"Adapting the Missouri Courses of Study in Social Studies to the Wartime Emergency" has been published as Special Bulletin No. 2, 1942, by Lloyd W. King, State Superintendent of Public Schools for Missouri. Prepared largely by Elmer Ellis, the 39-page bulletin discusses "Areas in Which Greater Emphasis Is Needed," and deals with approaches through current events, through enrichment of existing courses and units, and through new units. Two new units are outlined: one on the Far East, and one on the Americas.

"What Does the War Mean to You?", a 32-page classroom-bulletin on the war and the peace, has been prepared by G. R. Mason, L. J. Walinsky,

E. L. Sard, and other faculty members of the Abraham Lincoln High School, New York. It is intended to bring war issues home to pupils. 15 cents a copy; address the Social Studies Publishing Company, 1 Madison Avenue, New York.

## Race and Culture Problems

The Service Bureau for Intercultural Education, 221 West 57th Street, New York, is sponsoring a series of teachers' manuals and resource units under the general title, *Problems of Race and Culture in American Education,* to be published by Harper and Brothers in 1943. *Intercultural Education in American Schools: Proposed Objectives and Methods,* by William E. Vickery and Stewart G. Cole, scheduled to appear January 1, 1943, discusses the major issues involved in developing better inter-group understanding, and suggests how teachers may plan a graded school and community program. Also in preparation are *Dramatizing Community Culture Problems in the Public School* by Francis Bosworth; *Let's Look at Negro America* by Edmonia White Grant; *Historical Backgrounds of Ethnic Differences* by Bruno Lasker and William A. Hamm; and *Peoples of the United States* by Simon Marcson.

A resource unit for high school students dealing with inter-group prejudices as they affect the individual and society, is being prepared by Hortense Powdermaker, Queens College, New York. In addition, Ruth Kotinsky is writing a report on inter-group antagonism and intercultural education in four school settings.

## Negro History Week

Negro History Week will be celebrated February 7-14. Posters and other material related to the contribution of Negroes to American society and culture may be obtained from Carter G. Woodson, Association for the Study of Negro Life and History, Inc., 1538 Ninth Street, N.W., Washington.

## Negroes and Democracy

The *Survey Graphic* for November, seventh of the "Calling America" series, is devoted to "Color: Unfinished Business of Democracy." Alain Locke, special editor for the issue, contributes a general introduction. One group of articles concerns American Negroes and the war; another the Negro in American life; a third the Negro in the New World; and the fourth the Negro in the Old World. The contributors include Herbert Agar, Walter White, Earl Brown, Jonathan Daniels, Edwin R. Embree, Charles S. Johnson, A. A. Berle, Jr., Lin Yutang, and Pearl S. Buck. The issue is effectively illustrated. 50 cents a copy; 112 East 19th Street, New York.

The articles and stories in *Common Ground* (quarterly. 222 Fourth Avenue, New York. $2.00 a year) continue the effort of the Common Council for American Unity to break down prejudice and provincialism. The stories, which are readable and strong in "human interest," should appeal to most secondary-school pupils.

## Far East

A *Bibliography of the Far East,* compiled by Arthur R. Hayes of the Training School, San Marcos (Texas) Teachers College, is available from Howard E. Wilson, American Council on Education, 744 Jackson Place, Washington, at 35 cents a copy. The 55-page mimeographed list included annotated items on geography, history and current problems, travel, maps, films, and syllabi. Materials on Australia, New Zealand, Burma, India, China, Southeast Asia, Japan, the Philippines, United States Islands in the Pacific, American Far Eastern Relations, and Russian Siberia are listed.

The *Far Eastern Survey,* published fortnightly by the American Council of the Institute for Pacific Relations, 129 East 52nd Street, New York, reports new developments, fills in historical background, and reviews new publications concerned with the Far East and the Pacific area. Subscription $5.00 a year.

The Committee on Asiatic Studies of the American Council on Education, 744 Jackson Place, Washington, issued two mimeographed bulletins in November. Bulletin IV includes excerpts from Wendell Willkie's speech of October 26, a description of Derk Bodde's school pamphlet on "China's Gifts to the West" (published at 35 cents a copy by the Committee), an account of "promising practices in the schools," and sections on notes and news and on useful materials. Bulletin V is a bibliography of 55 good films, compiled by W. H. Hartley, on Australia, China, the Dutch East Indies, India, Japan, and other Pacific areas.

The November issue of *Progressive Education* includes "What Will We Say About Russia?", by Dorothy Thompson; "Asiatic Studies in American Education," by Howard E. Wilson, and "What Shall We Teach About India?" by Elizabeth Seeger and Ethel Mukerji.

## American Unity

*American Unity,* a monthly manual of education, issued by the Council Against Intolerance in America, started publication in October. "This manual will give specific help to teachers in deepening the sense of national unity and equality among America's children." Free on request to the Council at 17 East 42nd Street, New York. Contributors to the first issue include Mrs. Roosevelt, John W. Studebaker, and Malcolm MacLean.

## Inter-American Education

The November number of the *Journal of Educational Sociology* includes nine articles on "Inter-American Relationships in Education." John C. Patterson contributes "Activities of the United States Office of Education in the Inter-American Field"; Charles A. Thomson, "The Cultural Relations Program of the Department of State"; and R. E. Blackwell, "Summary of the Activities of the Division of Science and Education of the Office of the Coordinator of Inter-American Affairs." Helen K. McIntosh of the U. S. Office of Education, issue editor, answers the question "What Is the Inter-American Demonstration Center Project?" Single Copies, 35 cents; 32 Washington Place, New York.

Marion Quin asks "Why Not Study All America?" in the November issue of *Progressive Education.*

## "Our World Neighbors"

The Dallas Public Schools have issued *Our World Neighbors,* a 47-page unit for junior and senior high school social studies classes (Bulletin No. 81. 7 cents). Sections are devoted to China, India, Brazil and Mexico, Russia, and the Postwar World. Basic statistics, a summary, study questions, activities, and references are included for each topic.

## Mexico

"Mexico: A Bibliography," a 13-page mimeographed list of books for children and for teachers, together with some magazine references and a list of free and inexpensive materials, has been compiled by W. Linwood Chase and others, of Boston University. The items are annotated. 15 cents a copy; address the compiler.

## Geographic School Bulletins

The many teachers who are increasingly aware of the importance of geography but who are also conscious of deficient background in that field should not overlook the *Geographic School Bulletin,* published weekly by the National Geographic Society, Washington. Issued in thirty weeks of the school year, the *Bulletins* provide background for the headlines and are illustrated with maps and pictures. Subscription, in the United States, 25 cents a year.

## High School Student Contest

The Educational Committee of the League of Nations Association has announced that its annual contest will be held on March 26, 1943. Since the usual first prize of a trip to Europe or South America will obviously be impossible next summer, first, second, and third national prizes are announced of $400, $100, and $50. Several colleges will give scholarships in connection with the national contest, including Carleton College, Smith College, Radcliffe College, and Emerson College. There are in addition many local scholarships and cash awards offered by local branches of the Association.

The examination will deal with the general problem of organizing the world for peace after the United Nations win the war. Two pamphlets compose the study material—"Toward Greater Freedom: Problems of War and Peace," just published by the Commission to Study the Organization of Peace, and "Essential Facts Underlying World Organization," published by the Association. For details address Mrs. Harrison Thomas, League of Nations Association, 8 West 40th Street, New York.

## *Social Education*—Bound

Subscribers wishing to have their eight 1942 copies bound in sturdy maroon buckram, with gold lettering, may send them with $1.50 plus return postage and return shipping directions to the Eggeling Bookbindery, 31 East Tenth Street, New York City. Copies for earlier volumes may also be bound at the same rate.

# Pamphlets and Government Publications

Ralph Adams Brown

THE Council for Social Action (289 Fourth Avenue, New York) continues to publish many timely pamphlets, usable in the social studies classroom. Recent issues (15 cents each, unless otherwise indicated) include: B. Marx and E. Whiting, *You and Your Lawmakers* (10 cents); Helen Beardsley, *Our Heritage of Freedom;* Amos N. Wilder, *Voices of Our Day;* Vera M. Dean, *Struggle for World Order* (25 cents); Rose Terlin, *Faith for Reconstruction;* Grace L. Elliott, *The Family—Covenant with Posterity;* Dana Doten, *Housing-Program for Victory;* Irving J. Lee, *Away with Prejudice;* E. E. Schwarztrauber, *Labor in the World Crisis;* and Dorothea Hyle, *Americans Want to Read.*

The Council also has made up two study packets, both worth the attention of problems teachers. These are "Family Life" and "This Interdependent World" (35 cents each).

Forthcoming issues of *Social Action* will include: David Cushman Coyle, "New Economic Frontiers"; Charles S. Johnson, "Race Against Humanity"; Marietta Stevenson, "Toward More Social Security"; William S. Johnston, "Reconstruction in the Far East"; and an issue on the farm problem by Elizabeth Herring.

## Into the Future

Josef Hanc's *Eastern Europe and the United States* (World Peace Foundation, 40 Mt. Vernon Street, Boston. 25 cents) is the most recent number in the America Looks Ahead series. Like most of the series, this is rather heavy reading, yet it will prove valuable to teachers, and could be used, with specific assignments, in the eleventh and twelfth grades.

Other pamphlets obtainable from this organization are: Rupert Emerson, *The Netherlands Indies and the United States;* Arthur N. Holcombe, *Dependent Areas in the Post-War World;* F. R. Scott, *Canada and the United States* (all 25 cents each); Stanley K. Hornbeck, *The United States and the Far East: Certain Fundamentals of Policy* (100 pages. 50 cents); Harold S. Quigley, *Far Eastern War, 1937-1941* (369 pages. $1.00; and Paul M. A. Linebarger, *The China of Chiang Kai-shek: A Political Study* (449 pages. $1.00).

Stuart Chase has completed the second in his series of "guide lines to America's future": *Goals for America: A Budget of Our Needs and Resources* (Twentieth Century Fund, 330 West 42nd Street, New York. $1.00). This book attacks one of the foremost questions facing post-war America, "Can we provide decent minimum standards for all Americans in food, clothing, housing, education, and health care?" Mr. Chase undertakes to show how this is possible, and he presents a convincing blueprint for the future. This is not to be thought of as a student aid, but as a provocative book for teachers.

*Uniting Today for Tomorrow; The United Nations in War and Peace* by Grayson Kirk and Walter R. Sharp is the latest Headline Book (Foreign Policy Association, 22 East 38th Street, New York. 25 cents). It is unusually well illustrated, by Graphic Associates, and like nearly all of this series should prove very usable with high school students.

The National Planning Association (800 21st Street, N.W., Washington) is a voluntary non-profit and non-partisan association whose purpose is to "use our knowledge, experience and foresight in the development of workable plans for dealing with the future." Teachers would do well to investigate the advantages of membership in this organization. Among its publications are a series of "Planning Pamphlets" (25 cents each). Varying in length from 20 to 50 pages, these pamphlets are rather difficult for the average student unless his reading is guided by specific assignments. Yet they are challenging and worth the attention of problems or economics teachers. Some of those now available are: *War and Our Latin American Trade Policy; The Crisis in Transportation; Guides for Post-War Planning; Britain's Trade in the Post-War World; Urban Redevelopment and Housing; For a Better Post-War Agriculture; Post-War Industrialization of China; When Demobilization Day Comes; Inter-*

*national Development Loans; Regional Resource Development;* and *Relief for Europe.* The titles scheduled for early release include: *The Post-War Debt Problem* and *Full Employment Wage and Price Policy.*

Teachers working on post-war problems will want to examine *Looking Toward the Post-War World,* a statement of the Friends Conference on Peace and Reconstruction held at Wilmington, Ohio, August 31-September 4, 1942 (Peace Section, American Friends Service Committee, 20 South 12th Street, Philadelphia. 10 cents).

The Carnegie Endowment for International Peace, 405 West 117th Street, New York, publishes a variety of usable materials. *International Conciliation* is a 35- to 40-page monthly, which costs but 25 cents a year (5 years for $1.00). The December issue, as an example, contained: "The Next Armistice—and After" by Douglas Johnson; "Private Rights in Russia," by Boris Stanfield; "The United States and Australia," by Percival R. Cole. The June, 1941, issue was devoted to "Leadership of the United States in World Organization for Prosperity and Peace." Individual articles from this magazine are frequently reprinted and may be had at no charge. Examples are: Benjamin Gerig, "An Appraisal of the League of Nations"; and Malcolm W. Davis, "The World We Want."

Pennington Haile is the author of *After the War, Plans and Problems,* issued in May, 1941 (no charge for single copies), which is valuable for reference and for suggestions for further study. *The International Labor Organization* (10 cents), discusses organization, methods, and accomplishments of this important adjunct of the League of Nations. *A Handbook for Discussion Leaders, America's Problems as Affected by International Relations* (10 cents) is a 140-page pamphlet combining information on assorted problems with hints on the techniques of discussion.

The Carnegie Endowment also has available a series of six mimeographed pamphlets known as *We Travel though We Stay at Home* (5 cents; 6 for 25 cents). Designed to show the interdependence of the world, the titles are: *The World on Wheels, The Ties that Bind* (silk, cotton, wool, linen), *Foreign Trade and the Pantry Shelf, Foreign Footprints in the Home, Machine Age in America,* and *Our Neighbors—North and South.*

William Anderson's *The Units of Government in the United States, An Enumeration and Analysis* (Public Administration Service, Chicago. $1.00) would be of real help to any teacher of civics or modern problems. Its tables, graphs, and charts are valuable for the school library.

## United Nations

*United Nations Discussion Guide* by Vera Micheles Dean (U. S. Office of Education, Washington. Free) is a valuable pamphlet for all social studies teachers. The Office of Education reports, however, that teachers have been asking for enough copies for each of their students. This is not a pamphlet for student use, but a teachers' guide.

*Britain* is a monthly bulletin first published last November by the British Information Service (30 Rockefeller Plaza, New York. One dollar a year). It is well-illustrated and printed, interestingly written, and includes poetry and articles by many of the best-known English authors. The first issue, for example, includes items from Storm Jameson, John Masefield, Sir Stafford Cripps, C. S. Forester, Rose Macaulay, and Sir Arthur Salter.

## Latin America

Elementary school teachers should obtain the pamphlets in a new series issued by the Pan American Union (Washington. 5 cents each). They are attractive, well-illustrated, and readable. The series now includes: *Pizarro; The Incas; Cabeza de Vaca; The Pan American Union; General San Martín; The Panama Canal;* and *The Pan American Highway.*

The Educational Research Bureau (1321 M Street, N.W., Washington. 10 cents) has issued a brief biographical sketch by A. Curtis Wilgus entitled *Father of the Monroe Doctrine—James Monroe.*

## Bibliography

The National League of Women Voters (726 Jackson Place, Washington) has in print a wide variety of pamphlets on social, economic, and political problems. Most of these sell for 10 cents, or less. *List of Publications, September, 1942* is a well-indexed list of these publications. For 25 cents a year the League will send notices of all new publications.

# Sight and Sound in Social Studies

William H. Hartley

## Motion Picture News

The critical movie-goer will welcome and profit by the "Ratings of Motion Pictures" included in each issue of *Consumers' Research Bulletin.* These ratings are based upon an analysis of the reviews appearing in some twenty-one different periodicals. The films are rated "A" (recommended), "B" (intermediate), and "C" (not recommended). Suitability of the films for audiences of different age levels is also indicated. Current "A" pictures of interest to social studies teachers include *Eagle Squadron, Flying Tigers, The Invaders, Mrs. Miniver, One of Our Aircraft Is Missing, The Pied Piper, Saboteur, The War Against Mrs. Hadley,* and *Wake Island.*

The East and West Association has compiled a list of ten commercial films which it is recommending to Asiatic countries as being most nearly representative of life in the United States. The films selected are *The Andy Hardy Series, Mr. Deeds Goes to Town, Sergeant York, Boy's Town, One Foot in Heaven, Our Town, Abe Lincoln in Illinois, Mr. Smith Goes to Washington, Blossoms in the Dust,* and *Joe Smith, American.*

The United States Department of the Interior sends us the following important note: "As a result of the war and the curtailment of funds in the Division, it has been necessary to discontinue circulation of motion picture films, slides, etc., for the duration."

The Department of Agriculture likewise has been obliged to limit bookings of its films to those directly connected with the furtherance of the Agricultural War Program. Such excellent films as *Heritage We Guard, The Battle Is in Our Hands, Democracy in Action,* and *Farm Front* may be booked through nearby film libraries. If in doubt as to the nearest depository from which you may borrow, write to the U. S. Department of Agriculture, Motion Picture Service, Washington, for this information.

If your school has a 16-mm. sound projector the government needs your help in insuring widespread use of war information films. Share Your Projector! Get government films from your nearest distributor. Show these films to students in the morning, to a men's luncheon club at noon, to a PTA meeting in the afternoon, and at a community gathering at night.

The Committee on Asiatic Studies in American Education, 744 Jackson Place, Washington, will send you a copy of Bulletin No. 5, *Motion Pictures for Asiatic Education* on request.

## Recent 16-mm. Releases

Brandon Films, Inc., 1600 Broadway, New York

*This Is the Enemy.* 6 reels, sound, rental, apply. The people of Poland, Yugoslavia, the Ukraine, and Russia deal with the Nazis.

Bureau of Motion Pictures, Office of War Information, Washington.

*Man and the Sea.* 1 reel, sound, free. Training of sailors and officers in the Merchant Marine.

*Home on the Range.* 1 reel, sound, free. Picture of Western ranges and the part they are playing in the war.

*Salvage.* 1 reel, sound, free. Appeal for scrap.

Walter O. Gutlohn Inc., 25 West 45th Street, New York.

*This Is India.* 5 reels, sound, rental, apply. Castes, taboos, customs, political strife are pictured.

New York Central System, 466 Lexington Avenue, New York.

*The Freight Yard.* 2 reels, sound, free in New York, New Jersey, Pennsylvania, Ohio, Michigan, Indiana, and Illinois. Behind the scenes work on a modern railroad.

Vision Education Productions, 509 Fifth Avenue, New York.

*We're on the Spot.* 1 reel, sound or silent, rental, apply. The conservation of manpower in wartime.

## Radio Notes

Those who make use of the CBS School of the Air programs know that Friday is "This Living World" day (9:15 to 9:45) when current events are dramatized and discussed by student panels. If you are not using these programs now you may find one or more of the forthcoming programs to be of value to your class. The following programs are scheduled for January and February: January 8, "Youth Prepares"; January 15, "War and the Farm"; January 22, "Labor and Industry"; January 29, "Salute to Britain"; February 5, "Ships Are the Lifelines"; February 19, "Canada Fights"; February 26, "The Road to China."

The CBS "Invitation to Learning" broadcasts (Sundays, 1:30 p.m., EWT) will carry several inviting programs in the near future. On January

17, "Woodrow Wilson"; February 28, "Henry George, *Progress and Poverty*"; March 14, "Booker T. Washington, *Up From Slavery*," and April 4, "St. Augustine, *City of God*."

The NBC "News of the World" program with John W. Vandercook, heard nightly Monday to Saturday, has been voted outstanding among news programs by a panel of radio news columnists. This program features direct round-the-world coverage.

An outstanding daytime series of programs called "Victory Volunteers" is broadcast Monday through Friday at 10:00 to 10:15 a.m., EWT, over NBC. This program, produced in conjunction with the Office of War Information, tells the story of the effect of the war on the average man and gives directives for the citizen in wartime.

Several programs from Britain on American networks are well worth listening to. Each Sunday at 6:00 to 6:30 p.m., EWT, the Blue Network presents "Britain to America," firsthand, on-the-spot material portraying wartime Britons, in and out of uniform. From 11:30 to 12:00 p.m. Mutual carries a program called "Answering You" in which a panel of British experts answer questions asked by representative Americans.

The Association for Education by Radio, Room 701, 228 N. LaSalle Street, Chicago is seeking members interested in radio as a teaching tool. The $2.00 annual dues includes a comprehensive service for keeping members informed concerning what is on the air and how to use it.

*Asia* magazine lists the outstanding radio programs which emphasize Asiatic subjects. Among the programs they recommend are "University of Chicago Round Table," NBC, Sunday, 2:30 p.m.; Cesar Saerchinger's "Story Behind the Headlines," NBC, Sunday, 11:15 p.m.; "Around the Globe," MBS, daily, 6:30 p.m.; "The World Today," CBS, daily, 6:45 p.m.; "America's Town Meeting of the Air," Blue, Thursday, 9:00 p.m.; "The March of time," NBC, Thursday, 10:30 p.m.

## Transcriptions

Three new discs have just been made available through the War Department. They are transcriptions of the CBS program "What Are We Fighting For." Each 16-inch (33⅓ r.p.m.) transcription presents two fifteen-minutes talks which help answer the questions, "What Are the United Nations' War Aims?" and "What Must We Do to Insure Victory for the United Nations?" Heard on these programs are Quentin Reynolds, Alvin York, William L. Shirer, and others. The records may be obtained on a two-weeks free loan basis from the Script Exchange, Federal Radio Education Committee, U. S. Office of Education, Washington.

## Inexpensive Teaching Material

Teachers who are working out social studies units on Indian life will be interested in the helpful list which Florence Tuttle has prepared for the December issue of *American Childhood*. It is a complete list of materials with the sources from which they may be obtained. Much of this material is free, and none costs more than 15 cents.

## Helpful Articles

Alilunas, Leo. "Blackboard Diagrams in Teaching American History," *Social Studies*, XXXIII:306-307, November, 1942.

Crawford, E. Winifred. "How to Organize a Library of Multi-Sensory Aids," *Nation's Schools*, XXX:48-50. One in a series of articles on this subject. This article deals with preparation of aids.

Elliott, Bernice. "This Museum Belongs to the Children," *Nation's Schools*, XXX:20-22, December, 1942. Philosophy of the Children's Museum, Boston.

"Films About Americans for Other People to See." *Asia and the Americas*, XLII:658-659, November, 1942. Ten commercial films worth showing to Asiatic countries to give such audiences a picture of life in the United States.

Fuller, Kenneth A. "War Maps: Materials for Improving Map Reading Skills in the Junior High School," *Journal of Geography*, XLI:296-322, November, 1942. Difficulties and suggestions.

Hartley, W. H. "Illustrative Materials for Conservation Education. I. Pictures, Charts, and Posters," *Journal of Geography*, XLI:288-295, November, 1942. Sources. First of a series of five articles.

Sams, Oscar E. "Hemispheric Solidarity Through Films," *Educational Screen*, XXI:340-342, November, 1942. The power of the motion picture in developing an understanding among the peoples of the Americas.

*Readers are invited to send items of interest for this department to Dr. Hartley at the editorial office, 204 Fayerweather Hall, Columbia University, New York.*

# Book Reviews

FAR EASTERN WAR 1937-1941: FROM LUKOUCHIAO TO PEARL HARBOR. By Harold S. Quigley. Boston: World Peace Foundation, 1942. Pp. 369. $1.00.

For the teacher newly awakened to the importance of the study of the Pacific, *Far Eastern War* by Harold S. Quigley of the University of Minnesota is invaluable. All he might wish he had read from 1937-41 on the impact of Japan's program for a "New Order in Greater East Asia" is digested and interpreted in the light of Dr. Quigley's wide experience and intensive study.

If the teacher is near a good library of recent history, the careful footnote references and detailed bibliography provide the kind of study he could do otherwise only in graduate study under an expert in Far Eastern affairs. If he has few library materials on the Far East (newspapers, pamphlets, magazines, and books) which is far too commonly the case for teachers in high schools and all but the larger colleges, he will find sufficient detail in the book itself for basic understandings and for most of the questions on the course of events that wide-awake young students ask. There is an excellent balance of general statement and specific detail. Quotations are extraordinarily well selected. Also well selected are the appendices which bring source material of a very good international-relations library to the desk of any teacher who can buy a paper-covered book costing one dollar.

This review has emphasized usefulness for teachers. It is as useful for students as a reference book on specific questions. Well-indexed and clearly organized it can be used by senior high school as well as college students. It is in fact being being so used by a group of sixteen-year-old juniors in the Lincoln School. They turn confidently to it. "Dr. Quigley will probably answer that," they say. And he does.

From *Progress and Poverty in China* and *Militarism and Industrialism in Japan*, the two opening chapters, to an Epilog which points out a "greater community of interest between Japanese and Chinese peoples than either of them realizes," the author reveals not only his scholarship but his keen insight and sympathetic understanding. The part Americans and British can play in a Pacific Charter is fittingly the last point of the Epilog. No unrealistic hope is held out that the Japanese will forsake their Emperor, but much more subtle and thought-provoking conjectures are left with the reader who is looking beyond battle fronts.

ELMINA R. LUCKE
Lincoln School of Teachers College
Columbia University

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EUROPEAN HISTORY SINCE 1870. By F. Lee Benns. 2nd ed. New York: Crofts, 1941. Pp. xviii, 1061. $4.50.

EUROPE SINCE 1914. By F. Lee Benns. 5th ed. New York: Crofts, 1941. Pp. xvi, 998. $3.75.

This second edition of a book which first appeared in 1938 is different only in the addition of two chapters on recent developments: "The Immediate Background of the War" and "Warfare—New Style"—both chapters being slightly reduced from the same last two chapters in the author's fifth edition of *Europe Since 1914*. As in the latter work the emphasis here is on political history, and the value of the treatment is in the clarity and style of organization and the honesty and impartiality of the point of view—impartialities sufficiently self-assured, however, to permit calling both "aggression" and "weakness" by their right names. Ably as events and their relationships are treated, the reader can not but feel that the people involved move across the stage like automatons: Edward VIII, Chamberlain, Horthy, etc., never become real personalities. Perhaps it is this essentially impersonal interpretation which allows the main outlines of happenings, as they press on one another, to separate themselves simply and clearly in one's mind.

Indexing and cross referencing are more thorough than in most textbooks; maps, charts, and pictures are not numerous nor unique but they are clear and well chosen. Explanatory footnotes are used rather profusely, though in most cases the material could better be incorporated in the text. Quantitative balance is good, with about one-third of the volume dealing with the period 1870-1914, about one-sixth with the First World War, 1914-1918, and one-half with the period since 1919.

In the second volume under review, the fifth edition of his popular text on recent European history, Professor Benns has added two extensive

chapters (128 pages) to bring the story up to 1941, and has done some slight revising. But he has not reexamined events in the light of new happenings and the new literature. It is an unhappy anachronism to read of the activities of the League of Nations, the Mandates Committee, and other such institutions in the present tense. The term, "reactionary nationalists," used for the Nazis in 1932 (page 305), does not now seem to be calling a spade a spade. Nor has even the bibliography for the earlier chapters been brought up to date—the reviewer found listed therein nothing published since 1936. Shotwell's *At the Paris Peace Conference* (1937) is not included, nor Ebenstein's *Fascist Italy* (1940), two books which might well supersede many of those listed. Another strange omission is any mention in either bibliography or text on the much discussed Tanaka Memorial. By judicious selection and elimination the author could give the student wise guidance and at the same time save half of his 69 pages of book list.

The fairness of judgement, clarity of style, and simplicity of organization which characterize the volume do nevertheless leave it one of the best books of its kind. The very fact that it exudes the disillusioned, mildly despairing atmosphere of the early 30's makes it in itself a significant historical document. We can only pray that the day may soon arrive when scholars and publishers can assay this tragic epoch from a fresh and hopeful point of view.

FRANKLIN D. SCOTT

Northwestern University

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THE HISTORY OF QUAKERISM. By Elbert Russell. New York: Macmillan, 1942. Pp. xxv, 586. $3.00.

The story of the Society of Friends from the birth of George Fox, its founder, to the present-day relief work in France and the establishment of Civilian Public Service camps for conscientious objectors, is now available for the first time in many years in an excellent one-volume history. Biographically speaking this book is a virtual "who's who" of Quaker leaders such as John Woolman, Benjamin Lundy, John Bellers, John Bright, William Penn, John Greenleaf Whittier, Elizabeth Fry, Lucretia Mott, Susan B. Anthony, and a host of less-known individuals. Sociologically speaking it is an account of the Quaker passion for social justice as it has found expression in education, care of the insane, prison reform, work with the Indian and Negro and refugee, and in international affairs. Historically it traces the Quaker movement from its rise in the Commonwealth Period in England, through its influential part in building colonial America and helping to shape the frontier, down to its activities in alleviating suffering in famine-stricken Russia, depression-ridden coal mining areas in the United States, and war-torn Spain. Religiously it is the narrative of a group who have sought through corporate silent worship to sensitize themselves to the Inner Voice of God, and through the inner power thus developed, to go out and minister to that of God in *every* man.

From his background as dean of the divinity school at Duke University, as a leader in the Society of Friends, and as an active participant in the world-wide ecumenical movement, Dr. Russell writes authoritatively and with an unusually broad perspective. This book is not a prejudiced, sectarian history. Certain chapters relating to the unsavory internal struggles of the Society of Friends will not appeal to many readers, but one of the most commendable aspects of the book is its breakdown into 38 short chapters dealing with the history of Quakerism more from a topical than a chronological approach. Readers are cautioned against the unfortunate typographical error which refers to the separation of Friends inside the United States as of 1927-28 when it should read 1827-28.

Because of the influence which Friends have exercised in English and American history, this superior one-volume history is highly recommended to teachers of the social studies. In some instances it would be helpful to students as a readable reference book.

LEONARD S. KENWORTHY

C.P.S. No. 52
Powellville, Maryland

●

A SHORT HISTORY OF CANADA FOR AMERICANS. By Alfred Leroy Burt. Minneapolis: University of Minnesota Press, 1942. Pp. xvi, 279. $3.00.

With Professor Burt's book on Canada at hand, no one in the United States has any excuse for the mental blankness about our neighbors north of the border which the author so much deplores. His *History* is not only informative but downright good reading. It is written in a conversational, but none the less scholarly, style. As the title suggests, Professor Burt has concentrated on the periods of Canadian history most closely associated with American history. He does, how-

ever, include some valuable chapters on Canada as a member of the British Commonwealth of Nations, showing the evolution to nationhood, a relationship that is little understood by the average person in the United States.

Especially interesting is his discussion of the history of French Canada; of the feudal origin somewhat modified by the character of frontier life, with the persistence of an individualistic spirit through two centuries of political change. He emphasizes French Canadian loyalty to the British connection because from the first they were given "liberty to be themselves." He analyzes and evaluates the racial duality of Canada.

Of great interest to Americans will be the interpretation of the Quebec Act in the light of French Canadian need and British problems of government rather than that of an annoyed and disgruntled colonial element that seems to have ignored an important clause in the Act which preserved their claims to the interior of the Ohio territory. He likewise gives a complementary account of the American Revolution and the War of 1812 viewed through Canadian eyes.

Stirring with romance and excitement are the sections on westward expansion, the opening of the Northwest Territory, railroad building, rivalries of trading companies, and the Riel Rebellion. All this and much more makes this Canadian history a most interesting and valuable addition to the "must" list of readings.

Included at intervals throughout the book are inserts of pages of photographs picturing economic and social life, scenery, and leading personages from the days of the first French Canadian settlements to the visit of the King and Queen. There are also several pages of cartoons.

Inside the covers are maps showing the divisions of the Dominion of Canada as of today. Within the body of the book are sketched maps to illustrate some particular phase of development, as the Boundaries of Canada according to the Proclamation of 1763 and subsequently according to the Quebec Act, the fur-trading country, British North American railways. Such maps made specifically to clarify the text, rarely found in histories, are very helpful.

AVALINE FOLSOM

State Teachers College
Montclair, N.J.

●

THE AMERICAN SCENE: AN INTRODUCTION TO SOCIOLOGY. By Irving R. Melbo, A. O. Bowden, Margaret Rose Kollock, and Nellie Poyntz Ferry. New York: McGraw-Hill, 1942. Pp. xiii, 559. $1.96.

LIVING IN THE SOCIAL WORLD. By James A. Quinn, and Arthur Repke. Philadelphia: Lippincott, 1942. Pp. viii, 536. $1.92.

These two books have been published for use in high school classes in social studies. *The American Scene* was written for use in experimental form in classrooms of certain high schools, and revised a number of times in the light of actual teaching experience. At least ten years of research, classroom use, and rewriting have gone into the finished product.

The social studies philosophy of the writers is shown in the remarks in the preface: "This book is an attempt to provide a systematic well-organized source of information about the most basic institutions, the most fundamental ideals, and the most challenging problems of American life" (Pp. v-vi). A course in sociology is viewed as a means of perpetuating the cherished ideals of American life. Whether this goal is consonant with the teaching of sociology as such is for the reader and the teacher to decide.

The book begins with a unit entitled "Learning to control the environment," in which is given a discussion of early man and his surroundings. This followed by a unit on human nature, a subject which the reviewer thinks should be taught in all courses in sociology or social problems. The concept of human nature as essentially inborn finds strong acceptance in the minds of many students, and this unit ought to provide an opportunity for a re-evaluation of their concepts. The book continues with a number of units stressing the institutional basis of society—the family, the community, and political, educational, and inspirational institutions.

The economic material (Unit VI) seems not to give the reader an understanding of economic institutions as such, but rather to treat the subject from the standpoint of economic activities and problems. The material on labor organizations might be an exception to this statement. The ninth unit has a good treatment of social control and seems to be very timely in view of the tendency in industrialized countries toward an increasing use of political and administrative control over the economic process. The unit on social progress might have been strengthened by more emphasis on realistic reformers and less on the Utopians.

The illustrations in *The American Scene* are well chosen. Each chapter is provided with a list

of questions and activities which presumably have had the benefit of previous classroom use. There is also a list of references for each chapter and a general bibliography is given at the end of the book. Too high praise could not be given to the printing.

One might gather from the title of Quinn and Repke's *Living in the Social World* that the authors held to the philosophy that the single purpose of high school social studies was to help young people to live more successfully in social life. The statement of philosophy given in the preface (pp. v-vi) shows that the conceptual basis of their writing is much broader. Successful living is no doubt in their scheme of things; but the list of eight objectives reveals their desire to interpret the social process and social institutions in such a way as to make the student's approach to life more masterly, and intellectually competent. Basic principles in the understanding of society must be presented, and the student should grasp the significance of culture and cultural changes. He ought, in other words, to be introduced to the actual study of sociology and its concepts; a study of problems alone will not suffice. The reader must expect more than a presentation of problems that need to be solved, for he will meet with a courageous attempt on the part of the authors to reveal to the student the inner processes of society.

The book begins with a treatment of the subject of factors in the social "kingdom" and this is followed with a discussion of "factors affecting social life"—culture and cultural change, geographical and biological influences, race, population, and immigration. After chapters dealing with social control and personal problems comes material on basic and secondary institutions. The last unit gives an introduction to "welfare" institutions, which "aid persons and groups at whatever points other institutions fail to function properly or threaten to do so." The final chapter of the book provides for a reliving of the experiences enjoyed during the study of the materials presented. Particularly gratifying qualities of *Living in the Social World* are the emphasis on culture and cultural change, the recognition of the importance of group or social control and of the activities of institutions.

The teaching aids in the book include word lists, questions for class discussion, exercises and problems, instruments for self-testing, and partially annotated reading lists. The authors are amply aware of the importance of teaching devices to supplement the subject-matter content of the text. The illustrations are apt in content and modern in arrangement, most of them being flush with the edge of the page. The book would seem to be a highly teachable and interesting text for high school students.

The reviewer cannot refrain from expressing his gratification at the insight, the intellectual grasp, and the freedom from traditional prejudices shown by the authors of these two books. Parents and civic leaders may well feel that while using them students are receiving wholesome and stimulating food.

RONALD V. SIRES

Burris School
Ball State Teachers College
Muncie, Indiana

●

AN INTRODUCTION TO SOCIOLOGY. By L. L. Bernard. New York: Crowell, 1942. Pp. xiii, 1041. $3.75.

Don't get scared when seeing the size of this thick volume—of 1041 pages. One explanation therefor can be given in terms of numerous pictures, diagrams and charts scattered throughout the volume, which will be found quite novel by the sociologist and social scientist interested in a naturalistic approach to the subject. The approach aims to determine and record in the simplest and most direct language possible (1) those factors—physical, biological, psychological, and cultural—which have produced our society and are still modifying and remaking it; (2) the manner in which this society has developed in the past under the impact of these factors; and (3) the manner in which it operates today as a system of social organizations and controls for conditioning generations of new members in a functional adjustment to both the natural world and our cultural social whole or society.

The student is asked to look at human society in three major aspects: (1) the development of social processes and institutions; (2) the transforming influence of the factors operating to produce social processes and social change; (3) a cross-section view of society as it is at present, or the functioning of social organizations and social controls. By means of these three approaches the student is made to see his society from all points of view and is rendered familiar with all the significant functions and forms of society as they have developed and still persist in the modern world. In short, here we have a refreshing volume which stands out from the steady stream of so-

ciology textbooks which have been engulfing us during the last decade.

JOSEPH S. ROUCEK

Hofstra College
Hempstead, N.Y.

●

THE SOCIAL LIFE OF PRIMITIVE MAN. By Sylvester A. Sieber and Franz H. Mueller. St. Louis: Herder, 1941. Pp. xiii, 566. $3.50.

This volume is intended primarily as a text for courses in social anthropology in Catholic colleges. The authors are disciples of the eminent Austrian ethnologist, Father Wilhelm Schmidt, and the material for their text is drawn largely from the writings of the "culture-historical" or *Kulturkreis* school of which Dr. Schmidt is the leading exponent.

This approach views modern cultures as the product of a series of contacts and mixtures between originally distinct cultural complexes (*Kulturkreise*) which originally arose in isolation from each other. It is the belief of Dr. Schmidt and his followers that it is possible, through the study of existing primitive cultures in the various regions of the globe, to isolate the elements which comprised the earliest culture circles, and to relate the various circles, or complexes of traits, in a sequence of stages according to their degree of antiquity.

The school thus shares with the British diffusionists, such as G. Elliot Smith, a more or less unspoken belief in the uninventiveness of man and the long-time stability of many cultural elements. At the same time, however, the *Kulturkreis* followers are not addicted to a unilinear scheme of social evolution. Rather, they see human history as the end product of multitudinous past contacts and minglings between the original fundamental cultural complexes of the earlier world.

Thus, in this text, we find that the first postulated stage in human development is that of the *Primitive Cultures* ("A stage or sphere of civilization that appears to be the earliest in every region of the world in which we find it must be considered to represent what is absolutely the earliest known form of culture for the human race.") These cultures are represented today by such lower primitives as the African pygmies and the recently extinct Tasmanians. Such cultures are followed by other postulated layers of food producers no longer so dependent upon nature. The latter diverge widely in economics and social structure, and the eventual mingling of these cultures brings us eventually to the root of modern civilization.

Though this Viennese school has made valuable contributions to modern ethnological methodology, its inclination to view the simplest cultures as corresponding to the earliest known archaeological horizons, and its not entirely concealed tendency to skirt the subject of human evolution, are unfortunate. Nevertheless this work should not be confined in its interest to followers of Dr. Schmidt. It is simply and clearly written and represents the first attempt in English to set forth for the benefit of students certain of the basic precepts of the *Kulturkreislehre*. Not least of the contributions it contains is a clear elucidation of Schmidt's theory as to the origin of primitive secret societies—that they arose in the matrilineal cultures and constituted a male reaction against the hegemony of women in economic and social life. This intriguing speculation—but one of the many presented—should make the volume a "must" on the shelves of many students of social thought, particularly those desiring to familiarize their classes with a leading European theory of social origins.

LOREN C. EISELEY

The University of Kansas

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INTRODUCTION TO SOCIAL PSYCHOLOGY. By Maurice H. Krout. New York: Harper, 1942. Pp. xv, 823. $4.00.

Blood and soil! White superiority! You can't change human nature! Man is inherently selfish! God wills it! These and a host of similar dynamic beliefs are the rallying points of much human action in this confused and conflict-ridden world of today. For such beliefs, and the for the social systems which support and apparently validate them, men in every nation around the world bitterly argue, struggle, and die. How *right* are they in these beliefs? Why *do* we behave like human beings? This basic query, fully understood, is no mere academic exercise; it is rather a fruitful source of popular confusion out of which springs some of the most insistent political, economic, and social issues of our times.

The prime purpose of this excellent volume is to answer that basic question in terms of science rather than folklore, and thereby to provide a sound foundation for really intelligent personal and civic action. The author has made a comprehensive and successful attempt to summarize and objectively interpret all the significant factors which are thought or known to influence human

behavior. In pursuit of this significant task, he has naturally been forced beyond the conventional boundaries of psychology, both individual and social, and into the closely related fields of sociology, anthropology, and social history. Data from all these areas are well integrated around his several central themes.

After examining all available evidence in the realms of environment and heredity, the author proceeds to analyze the human organism, group behavior, the significance of culture, the uses of symbolism, the nature and results of patterned behavior, superstitions, and other survivals, the nature and causes of social change, the reality, types, and effects of conflict, and the nature, forms, and functions of both leadership and followership in human society. For each topic evidence is cited, illustrations given, interpretations offered, and conclusions suggested. And the whole is a masterly achievement in both analysis and synthesis.

Since the book is based upon research findings, it is fairly technical reading. Yet because the topics treated possess tremendous social significance and are well presented, the volume has considerable intrinsic interest as well as marked educational value to the occasional reader as well as to the formal student in a college class. Both interest and value are enhanced by a pleasing format, many illustrations, extensive lists of discussion questions and problem exercises, chapter bibliographies, and double indexing.

If we, the people, are actually to win that much talked-about peace of tomorrow, then surely we, the teachers of the people and their children, must secure the foundations of that peace in some such vigorous interpretation of human behavior in the modern world as this excellent textbook makes possible.

EDWARD G. OLSEN

Russell Sage College

●

A HISTORY OF FREEDOM OF TEACHING IN AMERICAN SCHOOLS. By Howard K. Beale. *Report of the Commission on the Social Studies,* Part XVII, New York: Scribner's, 1941. Pp. xviii, 343. $2.00.

This interesting work is the companion volume to the author's well-known *Are American Teachers Free?* It is the last volume of the Report of the Commission on the Social Studies. It could

The Growth of
American Nationality
1492-1865
BY FRED W. WELLBORN

This new text on the early period in American history is especially notable for its fine material on social history and its interesting studies of the important individuals of the period. Not only is this history written in an unusually interesting way, but it is also well balanced. All aspects of the growth of America during these years are skillfully interwoven, without undue emphasis on any one phase.

*To be published in January. $3.50 (probable)*

The Macmillan Company, 60 Fifth Avenue, New York

hardly have been issued on a more timely occasion, when freedom of teaching in the social studies is subject to the dual text of war psychosis and the pressure of reactionary vested interests. The attack on liberal social studies textbooks launched two years ago has been followed up by overtures to the National Education Association from the National Association of Manufacturers that are somewhat reminiscent of the activities of the late National Electric Light and Power Association.

Against this background the public-school teacher will find it profitable to read Mr. Beale's admirable study. He has devoted most of his space to an historical analysis of the forces and conditions that have limited the freedom of teachers from the colonial era to the present. Conditions in the colonial era were particularly inhibiting. For numerous teachers who were indentured servants, freedom was entirely lacking. For the other teachers the restricting forces were legion. Among them were religious tests, neighborhood opinion, inadequate salary, lack of teaching aids and textbooks, and the teachers' own intellectual limitations, all of which persist to the present day in varying degree in rural areas and small towns. After a brief period of Jeffersonian liberalism when sectarian controls were relaxed and reason was left unchained in the classroom, a variety of influences again circumscribed the freedom of teaching. A declining aristocracy sought to bolster its position. Powerful evangelical sects forced educational institutions to conform to their dogmas and to exclude Catholics from teaching positions. Frontier democracy with its faith in the efficacy of popular control of the school was also an inhibiting force of major importance. Both the evangelical tradition and the "spoils system" continue to the present as repressive factors of great importance in American schools.

The "slavocracy" imposed the greatest restrictions upon the schools in the generation before the Civil War. Negro education was banned in South and North by the defenders of the "peculiar institution." Attempts were made to find Southern texts and Southern teachers for Southern schools, while discussion of the defects of slavery was excluded from the classroom as well as from the press and pulpit. Not a few noted educators were ousted from Southern colleges for expressing anti-slavery views. Perhaps the most suggestive and certainly the most courageous passage in the book is found in the comparison that it makes between the attitudes of the "slave power" and contemporary "big business" toward teachers and the schools. Both, Mr. Beale contends, have looked upon public education as a means of preserving their position in American society. Both have refused to tolerate criticism of fundamental principles, and "both put pressure on teachers and textbooks with subversive tendencies. . . ." Freedom "is allowed on questions that do not matter. But on the burning issues of that day or this, . . . teachers are expected not to express views" (p. 166).

Among the conditions that restricted teacher freedom after the Civil War the influence of sectional antipathy, of the religious war on modern biology, and of the temperance movement are effectively presented. Less can be said for the discussion of industrialism and the schools before 1914, which is brief, inaccurate, and disappointing. An excellent parallel to the dismissal from Southern colleges of anti-slavery educators in antebellum days could have been found in the nineties in the ousting of socially enlightened economists such as John R. Commons and Edward W. Bemis from Syracuse University and the University of Chicago by endowment-seeking administrators. *Gunton's Magazine,* the propaganda organ of the "trusts," should not have been cited as representing the views of the "proverbial average citizen." The view of at least half the public in 1900 was one of alarm at the rise of monopoly and the political corruption that it fostered. The author should have consulted the *Independent* whose symposiums on academic freedom would have enriched his study. *The Outlook,* furthermore, would have introduced him to the widespread concern voiced over the dangerous effect of "tainted money" upon American education.

The study concludes with a report of teacher opinion on the pressures that they have been subjected to in the last two decades. The data was derived from an elaborate questionnaire, that is reproduced in the Appendix. The analysis of the replies renders a genuine service in portraying realistically the limiting effects of petty community interference and pressure from school administrators, businessmen, politicians, religious and patriotic groups as the teachers see them. Equally interesting is the conclusion that teacher freedom grows with the size of the community in which the school is situated. His analysis of freedom in different sections is also interesting, although it is restricted to the Northeast and the South. Few will deny that teachers are freest in the northeastern states. The analysis of the situation in the South is more open to question, al-

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though few will deny the inhibiting effects of poverty, provincialism, fundamentalist religion, and the plantation complex upon teacher freedom. To assert that the "South seldom attempts self-criticism," however, overshoots the mark. Mr. Beale's own university has led the South for years into the realistic study of its own history and problems. Few states anywhere have undertaken as bold and sweeping a course in self-criticism as has Georgia in the last seven years. The public schools deliberately focussed their curriculum upon the "persistent problems of living" in the state, while the University System and the Citizens' Fact Finding Movement of Georgia exerted an even greater influence in the direction of self-criticism and constructive leadership. This should not be obscured by the temporary reaction under Governor Eugene Talmadge. Surely the result of the recent election there should not only vindicate the enlightened leadership of this large Southern community but help as well to correct erroneous views of Southern education and civic opinion entertained outside the region. The widespread study of regional problems and the growth of realistic and enlightened middle-class opinion are enlarging the sphere of teacher freedom in many Southern communities. Southerners are still sensitive to criticism from without, but liberty of criticism of Southern institutions by Southern educators is greater than is commonly supposed. Furthermore, many of the repressions that Southern teachers experience are more or less typical of rural and small-town communities everywhere. This Mr. Beale would be the first to admit.

CHESTER MCA. DESTLER

Connecticut College

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THE STORY OF THE EIGHT-YEAR STUDY. By Wilford M. Aikin. Adventure in American Education, Vol. I. New York: Harper, 1942. Pp. 157. $1.75.

This volume tells briefly and vividly the story of the Thirty Schools which cooperated in the Eight-Year Study sponsored by the Progressive Education Association. It makes clear why the study was launched, how the cooperating schools organized themselves to prepare more functional curricula, how these schools studies their pupils, and how well their pupils got along in college. In writing this report Mr. Aikin buttresses his arguments with conclusions based on findings which are reported in four supporting volumes.

At least three of these are of special interest to social studies teachers.

To this reviewer the Eight-Year Study seems curiously incomplete in one important particular. The central argument seems to be that graduates of the Thirty Schools did as well in college as graduates of schools having more traditional curricula. Yet Mr. Aikin repeatedly calls attention to the fact that only three pupils in every six who enter high school graduate, and of these three only one goes to college. For that reason would it not have been more to the point to center attention on the 83 per cent of pupils who do not go to college?

Of course by implication curricula of the type developed in the Thirty Schools are adjudged better for all pupils. But it is interesting to note that the two touchstones for curricular reorganization in the Thirty Schools have been: "the demands of adult society and the concerns of adolescents." What teacher and what school would reject these criteria?

There is another angle which needs to be considered when one attempts to evaluate secondary-school programs in terms of the success achieved by high school graduates in college. Many state universities have virtually abandoned all pretense at entrance requirements and admit any student who has fifteen units of credit, three of which are in English. Such universities consequently are compelled to offer introductory courses in all major fields: mathematics, science, history, and so on. Indeed some college professors, scornful of high school teaching, claim that they *prefer* to teach these introductory courses themselves. Mr. Aikin might have cited these additional facts to support his thesis that "the liberal arts college has not examined its work thoroughly and realistically."

Perhaps it should be pointed out that in England pupils between the ages of eleven and thirteen, who are attending tax-supported schools, are routed into one of three paths: (1) general education which terminates at age 17 or earlier, (2) technical education for pupils who have the requisite abilities, and (3) college preparatory. The real point is that only about 17 per cent of all pupils are admitted to the third type of school, and that consequently the type of program and the level of achievement in the college-preparatory school and in college differ considerably from those in the corresponding American institutions. In this country we are greatly expanding technical education. Perhaps we need also to consider the desirability of differentiating more sharply between general (and terminal) secondary education and college-preparatory education.

The reader may feel that this has not been a very adequate review of Mr. Aiken's book. But if it leads other teachers to read and ponder this stimulating volume the review will have served its purpose.

HOWARD R. ANDERSON
Cornell University and Ithaca Public Schools

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EXPLORING THE CURRICULUM: THE WORK OF THE THIRTY SCHOOLS FROM THE VIEWPOINT OF CURRICULUM CONSULTANTS. Adventure in American Education, Volume II. By H. H. Giles, S. P. McCutchen, and A. N. Zechiel. New York: Harper, 1942. Pp. xxiv, 362. $2.50.

The second of the five volumes reporting the Eight-Year Study of the Progressive Education Association is a description of some of the changes brought about in the instructional programs of the schools included in the Study. The three authors are the curriculum associates who were serving the Study on a full-time basis at its conclusion in 1941. Feeling that they had "a unified point of view toward the curriculum," the authors have gone beyond mere description and reporting so as to make their volume an argument for co-operative effort in curriculum change.

General problems of the instructional program rather than types of practices, schools, subject fields, or some other scheme, provide the basis of organization. Chapters I and II deal, respectively, with "The Central Purposes of Education" and "The Organization of the Curriculum," and, as these titles suggest, include much the same material as one might expect to find in any professional book dealing with curriculum problems. However, in Chapter II illustrations of various types of curriculum organization are taken from the thirty schools. Chapters III, IV, and V describe various practices concerned, respectively, with the scope and sequence of the curriculum, classroom practices, and extra-classroom activities. Approximately one-third of the book is given, in Chapters VI, VII, and VIII, to two important problems related to curriculum exploration but not generally receiving such emphasis in the usual treatments of curriculum change. These problems are those of teacher growth and the relationship of administration to the instructional program. A concluding chapter summarizes the consultants' opinions as to the chief accomplishments of the Study with respect to the social structure of the

schools, the teachers, and the organization of classroom materials and procedures.

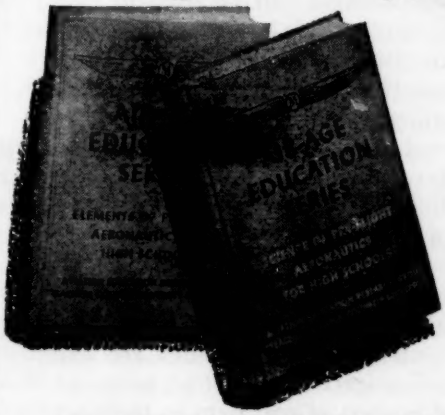
The reader who turns to *Exploring the Curriculum* for a final answer to the perplexing problems of high school curriculum reorganization will be disappointed. This, most modern curriculum workers would probably agree, is as it should be. The present reviewer, however, feels that unless curriculum workers can get more new and full light on their most difficult problem, that of scope and sequence, than is shed by Chapter III, then we shall have to find further and more profitable means of curriculum research. Of course the chief use of the volume may be that of a resource book in which one finds descriptions of various types of practices. From this standpoint, however, the reader may question whether the variety presented is sufficient. He may feel that less interpretation and more actual description would be more helpful, and that too much space is given to accounts of practices in only a few of the thirty schools. The reader who has no sympathy with the natural bias of the consultants for the programs with which they have worked, may find some fault with the many commendations of the practices described and wonder if some of the poor practices also should not have been described. Even such critics, however, will admire the thorough-going analysis the authors have made of the curriculum problem and at least some possible solutions.

Unlike many professional publications reporting practices in various schools, this one definitely holds together. Repeated emphasis on the themes of cooperative curriculum planning, the relationship of instruction and administration, and the evolutionary character of educational change give the book an agreeable unity. Although prepared by three authors, there is no disturbing change of style from chapter to chapter.

Several sections deserve particular praise. Various references throughout the book (see especially pp. 270-89) to the techniques employed by the consultants may be quite suggestive both to persons employed as curriculum consultants, and to groups receiving consultative services. Chapter V contains some excellent passages criticizing current practices in "whole school" activities, for example, the section on school government (pp. 158-165). Chapter VI should be helpful to any school administrator genuinely concerned with


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making administrative procedures serve educational improvement. The practices of in-service teacher education reported in Chapters VII and VIII are described with considerably more specificity than is frequently true in the literature on this subject. Excellent source materials from the Commission on Human Relations, and from Tulsa, Des Moines, and Denver, are reproduced in the Appendix.

*Exploring the Curriculum,* like the other four volumes reporting on the Eight-Year Study, will be of considerable historical interest. Whether it justifies or helps to justify the Study can be answered, of course, only in the light of the entire record and perhaps in that of the influence this report as such may be ultimately judged to have. In any case, this volume, because of its analysis of curriculum problems, its consistent point of view, and its many good illustrations of practice, is an important addition to the literature of education, and is a "must" book for curriculum workers.

WILLIAM M. ALEXANDER
University of Tennessee

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EDUCATION FOR DEMOCRATIC SURVIVAL. By Walter E. Myer and Clay Coss. Washington: Civic Education Service, 1942. Pp. xi, 264. $1.50.

Pre-induction courses and Victory Certificates have captured the attention of some school administrators. The pressure back of these proposals, together with their inherent value, might easily result in the neglect of programs of civic education. This failure to emphasize civic education would be unfortunate and shortsighted. Immediate preparation for possible service in the military forces or for war-production service is undoubtedly essential in these times, but unless youth is given a thorough grounding in the ideals and techniques of democracy, unless youth understands the reasons for the present war, and unless youth is concerned about the problems of peace and reconstruction, the essential task of ensuring the Four Freedoms throughout the world will not be achieved. Youth needs civic education as well as military education.

*Education for Democratic Survival* is an excellent presentation of the case for increased civic education. The theme of the book is that "we need to inaugurate a great campaign of political enlightenment, a campaign such as the world has never seen." The authors contend that schools should be converted to a war basis immediately just as has been done with automobile industries. Specifically, for the schools, the crusading authors propose that two class periods of each school day should be devoted to "a civic preparedness program." In one of these class periods students should study units dealing with larger aspects of the war and reconstruction; in the other period students should study current history—events as they unfold from day to day and week to week. Descriptions of the possible units in this emergency war program are given; available materials are listed; methods of teaching are discussed. Here, then, is a well-organized, yet flexible, program described in a vivid style that carries the authors' deep conviction.

Will this program be carried on in the schools of America? The need for political enlightenment is evident. A great opportunity exists today for the social studies teacher. Democratic survival depends upon the nature of our civic education. It would be easy to quibble about details of the proposed program, but the authors recognize and suggest the need for modifications. The decisive point raised by objectors probably will concern the proposal to allocate two periods a day to such teachings. It will be unfortunate if the double-period proposal becomes a real stumbling block to a thorough discussion of the "conversion program." It is doubtful if high schools will be able to devote two class periods a day to civic education and also serve as pre-induction training centers. However, social studies instruction can become more efficient. Much traditional content of present courses can be eliminated. Business-as-usual can be done away with. Certainly the time now at our disposal can be used to fulfill the heroic objectives of this book. Social studies teachers need to catch the vision of the authors and to focus instruction upon goals which will ensure "democratic survival."

The broad outline of *Education for Democratic Survival* is so captivating that it is easy to neglect worthwhile lesser matters. For example, the analogy of a jury trial with the handling of controversial questions in a classroom is worthy of a place among the classics in educational literature. Similarly the paragraphs of appraisal of specific contemporary magazines are excellent. Social studies teachers will find many of these incidental matters of real help in their teaching. Nevertheless, in the strong central argument for converting schools to a program of "political preparedness" lies the great strength of this book.

STANLEY E. DIMOND
Department of Social Studies
Detroit, Michigan

RADIO IN THE CLASSROOM. By Wisconsin Research Project in School Broadcasting. Madison, Wisconsin: University of Wisconsin Press, 1942.

In 1937, the General Education Board allotted $41,725 to the Wisconsin Research Project in School Broadcasting. The purpose of the grant was "to determine through demonstration and evaluation the place of radio in the classroom, and to devise methods for its most effective use" (p. 3). It was hoped that through scientific experimentation in the field of music, nature-study, geography, social studies, English, and speech, at least a practical solution could be found to the question of "whether such broadcasts, when carefully planned and well produced, are of sufficient educational value to justify spending the time and money necessary for their production and using class time for their reception" (p. 3).

The members of the Wisconsin Radio Project were not novices in broadcasting to the schools. At the time of the grant, the Wisconsin School of the Air had been in existence for six years. They had been proceeding on the assumptions that radio could be used profitably in the classroom with one or more of the following objectives in view: "(1) to give direct instruction in certain limited areas of the curriculum; (2) to demonstrate teaching methods and so perform a supervisory function; (3) to stimulate desirable responses and activities; and (4) to supplement or enrich classroom instructions by providing educational materials not usually available, especially in smaller schools" (p. 4). They now had an opportunity to test these assumptions.

The first step in the experiment was to survey the curriculums of the Wisconsin schools in order to determine the areas in which radio might make a definite contribution. Programs were then planned in accordance with curriculum needs, and teachers were provided with the materials to aid them in making effective use of the broadcasts. The broadcasts were then created and produced and a controlled experiment measured the effectiveness of the broadcasts in a sampling of the listening schools.

The social studies experiment consisted of a series of broadcasts on "community living," aimed at the development of interests, appreciations, attitudes, and the acquisition of functional information concerning Wisconsin agriculture, urban industries, labor problems, and consumer education. The work of two sets of comparable schools in seven Wisconsin counties was evaluated. "One set of schools listened regularly to the weekly broadcasts during the experimental period; in the other the teachers sought to develop the same educational aims by whatever means their teaching experience indicated as most efficient" (p. 92). Tests were given to each group prior to the first broadcast and again after the last broadcast. A questionnaire study was also made of the reactions of teachers and pupils.

Statistically, the result must have been somewhat disappointing to the experimenters. As far as interests, appreciations, and information were concerned, the control group (those who did not use radio) outgained the radio groups, but the differences were not statistically significant. In attitudes the radio lessons produced significantly greater changes. The appreciations and information scores of the brighter pupils showed greater gains than the pupils with lower IQ scores. Similar results were obtained in the experiments conducted in sixth- and seventh-grade geography. As a matter of fact, only in the field of music did the results consistently favor the radio group. On the other hand the questionnaires from teachers and pupils indicated an almost unanimous approval of, and enthusiasm for, school broadcasts.

How is the earnest teacher to interpret the results of this experimental study? Can he ask his pupils to listen to broadcasts if by the use of vigorous and more conventional teaching methods they may obtain just as good if not better results? Perhaps this question should be put this way: Should not radio be used in teaching if, through its use, we may obtain results comparable to those obtained with conventional methods? As Margaret Harrison points out in *Radio in Education* (p. 13), radio may increase the number, variety, and intensity of children's interests. It introduces new personalities, new voices, drama, and music into the classroom, thus lending to the variety and vitality of instruction. (See especially John G. De Boer, "The Psychology of Children's Radio Listening" in *Radio and English Teaching*, ch. 3). A point often missed, however, by experimenters in the field of broadcasting to pupils is, as Cantril and Allport point out in *The Psychology of Radio* (p. 19 *et passim*), that radio virtually eliminates social facilitation among the auditors with the result that they are less crowdish, more critical and individualistic.

Perhaps the best way to handle radio listening is on the individual-assignment basis. Much work needs to be done in developing proper techniques for learning by listening. Such efforts as are being carried on by the experimenters at Wisconsin and elsewhere should eventually lead us to the most effective use of this medium. Those in charge of

school broadcasts at Wisconsin have tentatively concluded that "in certain areas of the curriculum, carefully planned and produced radio programs can be made of sufficient educational value to justify spending the time and money necessary for their production, and also using classroom time for their reception." With this conclusion the present writer is in hearty concurrence.

W. H. HARTLEY

State Teachers College
Towson, Maryland

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